

**IMPROVING STUDENTS' SKILLS OF WRITING RECOUNT TEXTS
BY USING PICTURE SERIES FOR THE EIGHTH GRADE STUDENTS
OF SMP N 1 SEYEGAN IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
in the English Language Education**



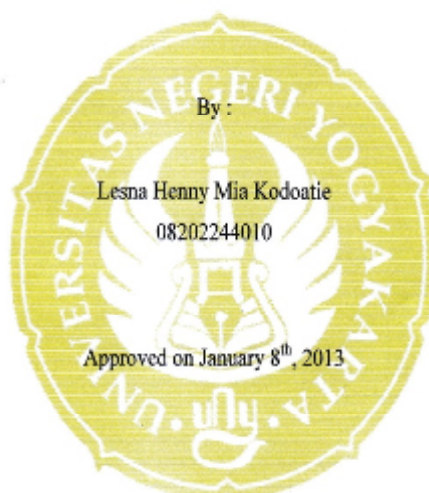
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

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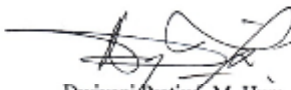


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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 14 Januari 2013

Penulis,



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DEDICATIONS

I fully dedicate this thesis to my beloved father, mother, my sister, my fiancé and his family and also my best friends.

MOTTOS

*Knowledge is of two kinds
We know a subject ourselves
or we know where we can find
information upon it*

SAMUEL JOHNSON

*NO MATTER HOW HARD THE PAST
YOU CAN BEGIN AGAIN
-BUDDHA-*

Life is not a problem to be solved, but a reality to be experienced

Soren Kierkegaard (1813-1855), Danish philosopher and writer

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude and praise to Allah SWT for his mercy and blessing so that I could finish my thesis well. Peace be upon to Muhammad SAW who taught human beings to believe in Allah the Almighty.

My special gratitude goes to my first consultant Drs. Samsul Maarif, M.A in guiding me to finish this research. His kindness, support and guidance contribute to my faith in making this thesis. I would like to thank my second consultant Dwiyani Pratiwi, S.Pd., M.Hum who gives suggestion, helpful feedback and patience for me in writing this thesis.

I also would like to thank the headmaster of SMP N 1 Seyegan, Urip Mulyono, S.Pd for giving me permission to conduct my research there. My next gratitude goes to the English teacher, Suciati, S.Pd. I thank for her valuable suggestion and help in doing the research. Then, I would like to thank the class of VIIIB in the academic year of 2012/2013 for their cooperation during the data collection.

My gratitude is devoted to my parents, *mami* and *papi*, for their prayers and loves to support me in doing my research. I hope that someday I can make them proud of me. My special thanks are also devoted to my fiance, Joko Sutrisno, S.Pd and his family, for their never-ending prayers and loves.

I also would like to thank my friends, Dewi, Retha, Mia, Mb. Eyi, Olive, Petet, Lynda, Nifa, Nana, Desti, Nyanya, Endah, Gusta, Bob for their support and help.

I hope that this writing gives contribution to improve the students' writing skills by using picture series. I consider that this thesis is still far from being perfect. Thus, I appreciate any criticism and suggestion in this thesis.

Yogyakarta, 14 January 2013



Lesna Henny Mia Kodoatie

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ABSTRACT

This action research is aimed to improve the students' skills of writing recount texts for the eighth grade students of SMP N 1 Seyegan in the academic year of 2012/2013 by using picture series.

This study was carried out in two cycles. The first cycle was divided into two meetings and the second cycle into three meetings. The instruments used to collect data were observation checklists, interview guidelines and tests. The validity of the data was obtained through process validity, outcome validity, democratic validity, dialogic validity and catalytic validity.

The result of the research showed that the strategies of using picture series effectively improved the students' ability in writing recount texts. In the pre-test, the students had difficulties in constructing paragraphs of a recount text which met unity and coherence. They also only produced limited development of the topic. After implementing the actions, the students could develop and organize their ideas easily in a good chronological order. The implementation of picture series also brought some improvements in the other writing aspects such as vocabulary and language use. In reference to the students' writing scores, the gain score of organization aspect is 1.39. The students' gain score in the content aspect is 1.29. While the students' gain score in the vocabulary aspect is 1.16 and 1.06 in the language use aspect. Moreover, the majority of the students gave positive responses towards the implementation of picture series. It made the students enthusiastic on the writing process.

CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, scope of the study and significance of the study.

A. Background of the Study

The English language is very important because it becomes an international language which is spoken by many people around the world as a first or second language. The domination of the English language globally is undeniable. English is the language of international communication, business, tourism, education, science, computer technology, media and Internet. Furthermore, Crystal (2003:110) states that English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology. Because of this importance, English is becoming a subject to be learnt in every school and every university in Indonesia.

In Indonesia, English is not taught as a second language but as a foreign language. The foreign language as a school subject differs from other subjects of the school curriculum. In learning English as a foreign language, the students should recognize the different words, sentence patterns, and structures and used them in 4 English skills, namely listening, speaking, reading and writing.

As a foreign language, English becomes a required subject for students starting from elementary school until college. According to Huda (1999) the teaching of English in primary and secondary level is intended to be a preparation

for further education. The teaching and learning of English as a foreign language in junior high schools focuses on the development of oral and written communicative competence at the level of functional literacy (Depdiknas, 2006).

As stated in the school-based curriculum of 2006, the ability to communicate completely is the capability to produce oral and written text respectively in four skills, which are listening, speaking, reading and writing. Writing and speaking are two forms of productive skills, it means that learners doing these need to produce language. While, listening and reading belong to receptive skills. In receptive skills, the learners do not have to produce language but they have to receive and understand it. These four skills are used to perceive or to create a discourse in society life. Therefore, the study of English in junior high schools is focused on developing the skills so that the graduates are able to communicate and talk in English at a certain literacy level.

In SMP N 1 Seyegan, one of the national standardized schools in Yogyakarta, the students are demanded to have the mastery of both oral and written English. Spoken and written texts are important for students as means of communication. Students can express their ideas and feeling by speaking or writing. According to Harmer (2004), spoken language is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.

Writing is the difficult skill for second language learners to master (Richards, 2002). The main reason is because of the writing system of English language differs from Indonesian. English has its own grammatical system that is

different from Indonesian. For example, when the students want to tell their past experiences in English, they have to pay attention to the use of past tense. In fact, the students do not have to consider the tenses because there are no tenses in Indonesian. Moreover, English is not their mother tongue. It is difficult for them to construct sentences. They also have difficulties to construct paragraphs into well-organized. They often insert Indonesian words while writing English texts. They usually become confused and lose their ideas in the midst of their writing.

However, learning how to write well is very important for the students. Writing is not only a communicative tool, but also a means of learning, organizing knowledge and thinking. Although writing is complex, this skill is very important especially to measure the students' literature. By writing, the students can develop their ability to put their ideas or opinions in a composition. Moreover, they may accomplish or learn from errors which they make in their writings especially the faults in grammar, word choices, coherence, etc.

One of the scopes of the study of English in junior high schools is to understand and to create various short functional texts and monologues as well as essays in the form of procedure, descriptive, recount, narrative, and report (Depdiknas: 2006). In terms of writing skill, the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others.

Recount text is one of the texts that the students always produce whether they realize it or not. The students spend much of their lives telling their own

experiences and listening to experiences of others. They also always experience some events which happened to them. They describe those events in words based on what they feel, remember, and listen. Then the students tell the events in many different ways based on their experience. It means that they always produce recount texts in their daily life.

One of the problems of writing recount texts in English is that the students have difficulties to produce a coherent and an understandable text. Many students cannot express and develop their ideas in order form although they know about the topic. They also cannot formulate the main ideas and supporting sentences in a good organization. Furthermore, they have to consider how to construct a phrase, a clause, a sentence coherently and grammatically. Because of those problems, students still cannot create a good recount text.

Dealing with some problems which are faced by the students, medium is an alternative way which is very influential for the students' skills to write. According to Harmer (2008), media can effectively help students to improve their writing skills. One of the media that can be used to improve the students' writing skills is pictures. Pictures provide several advantages to the teaching and learning process (Wright, 1989). Specifically, pictures contribute to the improvement of the students' interest and motivation. They can also be a sense of the context of the language and a specific reference point or stimulus. Using pictures in writing recount texts can help the students to organize its generic structures, namely orientation, sequence of events and re-orientation in a good chronological order.

Starting from the problems, the researcher tries to do some research on improving students' skills of writing recount texts by using picture series. According to Wright (1992), picture series have two advantages. First, picture series is very useful to help the students retell experiences or understand something since they can represent places, objects, and people. Second, picture series helps the students to understand general contexts. In the previous study by Hasanah (2008), it was found that by using picture series the students could tell stories easier. They also could arrange the ideas in a good order. Ratnasari (2010) also showed that the students were able to develop the idea of the stories, tell the stories in a good order, and write the stories with the appropriate content, language use, spelling, and organization by implementing picture series.

B. Problem Identification

Within the process of learning, the teacher is challenged to create an attractive atmosphere in order to enable students to study well. When the students are motivated to learn, they can absorb the science well. Therefore, the teacher is demanded to be able to use interesting teaching techniques to improve the students' motivation. While in the teaching and learning process, the teacher has to provide media to help the students to create a good recount text through some steps of writing such as planning, drafting, editing and final draft.

Many students argued that writing is the difficult subject because of this opinion; the students do not have motivation to write. It is added by the inability of the teacher to provide media which are attractive for the students to increase

their motivation. Sometimes the teacher is not aware of the importance of writing, he or she only focuses on the skills which will be examined in the national examination. Without being aware, the students may learn from their mistakes in grammar and vocabulary aspects by writing. Besides that, they will be more creative to expose their ideas.

During the observation, the researcher found that the students' problem in writing was how to construct paragraphs into unity and coherence. They found hard to decide what they should write and could not develop their ideas in a good organization. As a result, their writing was not well-organized and could not be evaluated.

Another problem was that the teacher never gave examples of how to write well and how to inspire the idea in their writing. She did not give the students clear guidelines to plan and to construct sentences coherently and grammatically. The teacher only gave care on the products rather than the process in writing. In writing, mistakes are a part of the learning process, but mistakes which were made by the students were almost rarely discussed by the teacher.

The final problem was also found in the students' activity. They were never given interesting and variable activities to activate their imagination in writing. During the observation, the students were only straight demanded to arrange the words into sentences and arrange those sentences into a paragraph. However, they had difficulties to order the sentences coherently. It happened because the teacher did not provide interesting media to help them organize their sentences.

C. The Limitation of the Problem

In reference to the problems above, the researcher focuses on improving the students' skills in writing recount texts especially in organization and content aspects by implementing media in the writing class. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. In this study, the researcher wants to know how picture series as visual media can be used to improve the students' skills of writing recount texts.

D. The Formulation of the Problem

In reference to the background, identification and limitation of the problem, the research question can be formulated in this following question:
How can picture series be used to improve students' skills in writing recount texts for the eighth grade students of SMP N 1 Seyegan?

E. The Objective of the Research

Related to the formulation of the problem the aim of the study is to improve the students' skills in writing recount texts by using picture series.

F. The Significances of the Research

The result of the study is expected to give significant contributions to the teaching and learning process of writing in English as a foreign language.

1. For English teachers

The result of this research can be used as a reference for English teachers in order to improve the students' skills of writing recount texts by using interesting media to make the English learning more attractive and fun.

2. For students

The use of picture series can help the students to organize ideas when they write their experiences. By using this medium, students will be more attracted to write recount texts.

3. For further researchers

The result of this study can be useful as the source for further research on improving students' writing ability by using picture series for recount or the other texts, such as descriptive, narrative and procedure.

CHAPTER II

LITERATURE REVIEW

This study focuses on the implementation of picture series in improving students' ability in writing recount texts. To strengthen the framework of the study, this chapter discusses some relevant theories which are related to the study. Those are divided into a theoretical review and conceptual framework. In the theoretical review, the researcher discusses some relevant research studies which are relevant to the topic. In the conceptual framework, the research relates the theory to the study.

A. THEORETICAL REVIEW

1. Writing

a. The nature of writing

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). In the academic context, this ability is used to measure the students writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the nation by sending email or composing business report. Writing a letter or message is also a means of communication which can connect the relationship between people indirectly.

Writing and speaking are productive skills. It means that the writers and speakers go through producing a language (Harmer, 2007:7). Furthermore, Rivers (1981:291) states that writing is more difficult than speaking as writing is ‘communicating into space’. In face-to-face communication, there is little time to think and produce it. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the components such as the topic or theme, word choices, organization, purpose, audience, clarity, sequence, cohesion and transcription (Westwood, 2008:56).

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text. Brown (2001:335) states the nature for composing process of writing which as the products of writing is the result of thinking, drafting and revising procedures that requires specialized skills. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

b. The Writing Process

The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer, 2004:11). Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors (Nation, 2009:119-120). The key aspect of editing is by seeking and responding to the feedback of others.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. According to Richards & Renandya (2002:315), students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction.

All of the writing process above cannot be separated because those are elements in composing a good written text.

c. Micro Skills of Writing

Every skill has its own micro skills. Brown (2001:343) describes the micro skills for writing production as follows:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communication functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Teaching Writing

Teaching is the process of facilitating learning, enabling students to learn and set the conditions for learning (Brown, 2001:7). He also states that teaching is showing or helping learners how to do something, giving instructions, guiding in the study of something, providing learners with knowledge, and causing learners to know or understand.

The effective learning of a foreign language depends on how teachers can help their learners to successfully memorize and retain the language material. Because writing is one of the skills that is needed to be taught in junior high schools and one of the difficult skills for language learners to master, teachers should apply the appropriate approaches in teaching writing so that the students are able to produce a written text successfully.

According to Westwood (2008:70), there have been two main approaches to teach writing; skills-based approach and the 'process' approach.

A skills-based approach involves a fairly structured program of which the skills and concepts are taught by the teacher directly. Teacher selected the topics from textbooks or other sources to develop the students' writing ability in some aspects such as grammar, sentence construction, spelling and punctuation. The weakness of this approach is to make the teacher as the centre of the teaching and learning process, so that the students cannot be independent learners and they are not motivated to write. In fact, the students can be motivated to write if they can write freely on topics they have chosen for themselves.

The process approach gives an opportunity to the students to be independent learners; it also called student-centred approach (Graves, 1983). There are some various models in the process of writing such as ‘writers’ workshops’, ‘shared writing’ and ‘guided writing’. The topic or theme may come from the teacher but it is chosen by the students. The focus in these models is on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills and concepts through exercises which are taught by the teacher. The process of writing is used in this approach. The students learn explicitly how to create a good written text starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final product. By doing these process, they can improve their writing ability by revising their text many times. They are guided and supported as they move through the complete process of writing like drafting, editing and publishing.

However, according to Harmer (2004:11) for many years, the teaching of writing is only focused on the product of writing not the process. The students were directed to *what* rather than *how* they produce a text. Still, according to Harmer (2004:11-12), there are numbers of strategies for teachers to consider. They are the way to get the students to plan, the way to encourage them to draft, reflect and revise and the way to respond to the students’ writing.

1. The way to get the students to plan

The first thing that the teacher should do is to encourage the students to think about what they are going to write by planning and making notes into a paper. There are more ways for doing this, including brainstorming (where the

students can collect the ideas by discussing in a group) to a more guided task (where the teacher or the course book provides a number of activities which lead the students to plan for a forthcoming task)

2. The way to encourage the students to draft, reflect and revise

The teachers need to encourage students to reflect what they have written, to treat the first drafts as first attempts not as finished products. One way to encourage students to draft, reflect and revise is by collaborative writing. A pair or group of students can work together in revising the written text by giving suggestion and contributing for the success of the final product.

3. The way to respond to the students' writing

Teachers may need to react for the students writing. So, they have to respond to a work-in-process in making corrections. Teachers can talk with the student individually in making the first draft until the final drafts while the others are working with their own. Teachers can also make written comments for the students draft after they read them.

However, not only teachers can respond to the students writing but also their colleagues can also respond to their friend's work in their own way. This is called peer response. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

3. Principles of Teaching Writing

Writing is composing texts which require many processes. The teacher has to provide some techniques to guide the students in doing some steps of writing

such as planning, drafting and editing until they can make a good written text. According to Brown (2001:346-356), there are some principles for designing writing techniques such as incorporate practices of “good” writers, balance process and product, account for literary background, connect reading and writing, provide much authentic writing, frame the process of writing, provide interactive techniques and evaluate the students’ writing.

1. Incorporate practices of “good” writers

To be “good” writers the students have to consider various things that the efficient writers do and practice them. The “good” writers focus on goal in writing, spend some time planning to write, easily get the ideas, follow the general organization of the texts, consider the grammar, revise their works and make as many revision as needed.

2. Balance process and product

Writing needs a process of composing multiple drafts before an effective product is created. Here, the teacher has to guide the students to practice and do some stages in the process of composing, so that the students can see that to create their final writing was worth of the effort.

3. Account for cultural or literary background

In teaching writing, the teacher has to provide the topics that are relevant to the students’ literary background. If the students do not know about the topics because of some apparent contrasts between students’ native traditions, the teacher must help the students to understand them by explaining or comparing to their cultural background.

4. Connect reading and writing

Reading is one of the skills that important to help the students in writing. By reading a variety of relevant types of texts, the students can gain important information both about how they should write and about subject matter that may become the topic of their writing.

5. Provide much authentic writing

Authentic writing means that the purposes for writing are clear to the students, the audience is specified and there is some intent to convey meaning. Displaying and sharing writing are ways to add authenticity. Publishing a class newsletter, writing advertisements or writing a dramatic presentation can be seen as authentic writing.

6. Frame the process of writing

The teacher has to guide the students to follow the steps in writing such as prewriting, drafting and revising. The prewriting stage encourages the generation of ideas by skimming or scanning a passage, brainstorming, listing, clustering, discussing a topic and free writing.

The drafting and revising stages are the main activities in writing. Drafting is exploring ideas and put them into paragraph form. After drafting, the students can revise their work by peer editing or teacher's feedback. All good writers go through several steps of revision until they can make the best writings.

7. Provide interactive techniques

Interactive learning is an effective technique in teaching writing to the students. In learning community, the students can generate ideas, exchange ideas and peer-edit. It can help them to compose texts.

8. Evaluate the students' writing

Writing is an extensive planning stage, so that error treatment can begin in the drafting and revising stages. The teacher must respond to the students' error after the final work is turned in by commenting holistically (in terms of clarity and the general structural organization), commenting on the paragraphs, commenting on features that appear to be irrelevant to the topic, commenting on the main ideas and the grammatical errors should be indicated.

4. Teaching Writing in Junior High School

Based on Standard of Competency and Basic Competency of curriculum (School- Based Curriculum, 2006), English is a tool to communicate verbally and written. The ability to communicate is the capability to produce oral and written text in four skills, which are listening speaking reading and writing.

English learning in junior high schools is targeted to make the students achieve the functional level which is to communicate verbally and written to solve their daily problems. These are the purposes of learning English at junior high school according to Depdiknas (2006):

1. Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

2. Having senses about the importance of English to increase the nation competitive ability in the global society.
3. Developing the students' understanding about the relationship between language and culture.

Moreover, the scopes of learning English at junior high school are stated as follows:

1. Discourse competence, which is the ability to understand or create oral or written texts which is realized within the four skills; listening, speaking, reading and writing to achieve the functional literacy level.
2. The ability to understand and create various short functional texts, monolog and essays in the form of procedure, descriptive, recount, narrative and report.
3. Supporting competence which is linguistic competence (the use of grammar and vocabulary, pronunciation, spelling and structure), sociocultural competence (the use of expressions in the context of communication), strategic competence (to overcome problems which arise in the process of communication) and discourse forming competence (using a developing means).

In this research, the researcher focused on one of the scopes of learning English which is teaching writing of recount text based on the standard of competence of the School-Based Curriculum Grade VIII in the first semester as presented below.

Table 1 : The Standard of Competence and Basic Competence in Writing for Grade VIII

Standard of Competence	Basic Competence
Writing 6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.	6.1 Students are able to express meaning in written short functional texts in accurate, fluent and appropriate to interact with their environment. 6.2 Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and recount texts to interact with their environment in accurate, fluent and appropriate ways.

5. The Role of Media

Media are important in facilitating English learning. In education field, media are various components in learners' environment which support the learners to learn. The use of media can create a good atmosphere in the teaching and learning process. By using appropriate media, teachers and students are helped to achieve the goal of the teaching.

According to the Ministry of National Education (2009:3), the teachers should use the media in teaching - learning activities because of some reasons:

1. Instructional media can help the learners who lack of experiences.
2. Instructional media can show everything out of the class.
3. Instructional media creates the direct interaction between the learners and their environment.
4. Media can be used to make an observation.
5. Media can increase the learners' motivation.
6. Media can integrate the experience from the concrete things to the abstract ones.

a. Kinds of Media

Harmer (2004:177) states that media such as a range of objects, pictures, cards and other things can be used for presenting and manipulating language. It lets the students to be active in all activities in the class. Vernon (1996) states that there are six kinds of media;

1. Drawing or teacher made drawings

Drawing can be constructed and supported to the topic which is being taught. This media can be designed and applied easily in the classroom to achieve the goal of the teaching and learning process.

2. Still pictures

This media can be shown with the real objects or the events of them outside the classroom. A still picture is a record or a copy of a real object or event of which the size may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

3. Audio recording

Recording is a mode of magnetic or on motion picture soundtracks. Sound is presented in the sequence in which they actually happened or edited. Audio recording may be used individually by the teachers or displayed directly to the learners.

4. Motion picture and TV

A motion picture or video tape recording is a moving image or picture on colour or black and white produced from live action or from graphic presentation which is presented in the TV monitor or computer.

5. Real object, simulation and models

This media show the real objects of the things which will be discussed by the teachers. It includes people, events, objects and demonstrations. Simulation is one of the real situations which has been designed to be as near actual events or process as possible. A model is a replica or reality of things, for example a miniature.

6. Programmed and computer-assisted instruction

Programs in computer can be one of the effective media in the process of teaching and learning. For example, teachers can use power point to explain the topic which will be discussed.

Of all types of media, visual media are more preferable because most people learn more easily by their sight than other sensory perception (Corder, 1966: ix, in Ratnasari, 2010). According to Ministry of National education

(2009:6) there are some visual media that can be effectively used by teachers in the classroom. Those media are as follows:

1. Pictures.

Pictures are really useful ways to stimulate the students into writing texts. Teachers can use printed pictures which are available or draw the pictures based on the needs. Pictures can be in the form of photographs of people, places and things which are in magazines, newspapers or calendars.

2. Realia or real objects.

Realia means real things or real objects that the teachers can bring into the classroom to make the learning become clearly, meaningful and memorable. It can be in the form of plants, animals, dolls, etc

3. Chart, poster and cartoon

Chart is a drawing which shows information in the form of a diagram or a map. Poster is a large printed picture or notice which is often used to advertise something in a public place. Cartoon is a funny artistic drawing that can compose a story or make a joke about current events.

4. Black board or white board

The board is the most important thing for teachers for presenting written language or drawing. It can be used without any special preparation because it is always available in the classroom.

5. Audio media

As well as the board, the tape recorder as the audio media provides authentic material for listening practices.

6. Over Head Projector (OHP)

Over Head Projector usually use for large classes. Teacher can use this media in presenting the materials easily than using chalks. Besides that, presenting materials on the OHP can allow the teachers to face the learners all the time and make the learners to focus on the presentation.

7. LCD Projector

LCD stands for Liquid Crystal Display. In using this media, the LCD must be connected with the computer to display teaching materials.

In short, media are very important to help teachers to present materials and learners to understand the materials. Besides, media can increase the students' motivation because media can connect the interaction between learners and their environment in the classroom. As it is also stated by Byrne (in Ratnasari 2010), visual material has a great potential as an aid to develop writing skills and can provide both contexts and stimulation for a variety of activities. So, the researcher focuses in the use of visual media, especially picture series, for improving the students' skill of writing recount texts.

b. Picture Series as Visual Media in Teaching Writing

Byrne (in Ratnasari 2010) states that visual media has great potential as a teaching aid to develop writing skills and can provide both contexts and stimulation for a variety of activities. Visual media are the tools in teaching aspects of the language such as phonology, vocabulary and grammar. This media also can develop the different language skills such as listening, speaking, reading and writing. Moreover, the use of visualisation can get the pupils interested and

awakened their thought to be more creative thinker. This can create natural situations and active teaching and learning for the use of language as a means of communication.

There are some kinds of visual media such as objects, flashcards, sentence cards, wall charts, posters, pictures, photographs, albums, slides and filmstrips. Teachers must select the appropriate media to help them teach materials and help the learners understand the materials. In this research, the researcher uses pictures as one kind of visual media in improving the students' writing skills of recount texts.

Pictures are really useful ways to prompt students into writing stories (Harmer, 2004:69). Picture series can attract the students' eagerness to start writing and develop their ideas. According to Wright (1989:3), there are some criteria in using pictures as media: (1) they should be easy to prepare; (2) they should be easy to organize in the classroom; (3) they should be interesting; (4) the activity have to be meaningful and authentic; and (5) the activity should give rise to a sufficient amount of language.

According to Wright (1989), pictures contribute to increase the students' interest and motivation, make the students have sense of the context of the language and pictures can be a specific reference point or stimulus to the students.

Pictures are usually used to promote the productive skills which are speaking and writing. In this case, there are some roles for pictures in speaking and writing. Pictures can motivate the students to take part in the teaching and learning process. They also contribute to the context in which the language is

being used. Teachers can bring the world into the classroom (a street scene or a particular object). Next, pictures can also be described in an objective way or interpreted or responded to subjectively by learners. Pictures can cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation, discussion and storytelling.

Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize. So, there are many activities which can be created from using pictures.


Pictures can be used as a single unit and in sets to be used as “props” for oral communication or re-telling a story. The sequence of pictures that shows several actions in order to meet the needs of teaching is called picture series. Pictures which are arranged orderly can help the learners to generate ideas, create good chronological order and organize the story. Picture series usually varies from three up to ten pictures. It can be used to challenge or to encourage students to tell stories (Wright, 1992:68). With using this kind of media, the researcher thinks that it can help the students to compose a recount text.

In this research, the researcher used some picture series which were taken from *Graded Readers and Scoot Foresman Reading Street*. Those picture series were modified by the researcher to teach writing recount texts for junior high

school students. This is an example of picture series which is used by the researcher in the modelling stage.

A Trip to the Farm

Illustrated by Steve Combs

Picture Series	Recount text	Generic Structure
	Last week , Patrick <i>went</i> to his uncle's farm in the village. He was so happy because it was his first time to visit the place. He <i>went</i> there with his father by car.	Orientation (background information about who, what, where and when the story happened)
	Patrick <i>left</i> at 9 a.m. The scenery <i>was</i> very beautiful. On his way to the farm, he <i>saw</i> many trees and the air <i>was</i> so cool.	Event 1
	After a few minutes, he <i>arrived</i> at the farm. He <i>saw</i> his uncle sitting on his porch with his kitten. Patrick <i>jumped out</i> and <i>ran up</i> to his uncle.	Event 2
	Then, uncle John <i>gave</i> him a job. He <i>had to</i> clean the pens. Patrick <i>was</i> happy with his job.	Event 3

	<p>However, when he <i>arrived</i> at the pig pen, Patrick <i>realized</i> that the smell <i>was</i> so bad. He <i>closed</i> his nose while sweeping and cleaning the pen.</p>	<p>Event 4</p>
	<p>Uncle John <i>stretched</i> his sore back and <i>patted</i> Patrick's arm. Uncle John <i>was</i> satisfied with Patrick's job.</p>	<p>Event 5</p>
	<p>When it <i>got</i> dark, Patrick and his father <i>went</i> home. He was very tired. <i>However, it was an interesting experience.</i></p>	<p>Reorientation (states the writer's personal comments about the story)</p>

6. Recount Texts and How to Teach them

According to Anderson (1998:24), a recount is a text which retells past events orderly. For example, when we write a diary talk, we sometimes tell the story about our activities from what we do from morning until we go to sleep. In this case, we will write it based on the chronological and time order. When we write a diary, we also create a recount text.

The purpose of writing recount texts is to give a description of what occurred and when it occurred. Because of this is kind of a text which is taught in

schools, recount text is the same as with the other texts, has its generic structures. The first paragraph provides a background of information about who, what, where and when the story occurs. It is usually called an orientation. The next paragraph describes a series of events in chronological order. The last paragraph is a conclusion. The conclusion is optional, some recount texts do not use concluding paragraph to finish their stories (Anderson: 1998).

In order to achieve the instructional objective of teaching how to write recount texts, the English teacher should consider some microskills of writing recount texts. First, the teacher should present and discuss a flow-chart text containing communicative purpose, rhetorical structure, and grammatical pattern of the text. Second, the teacher should guide the students to write the text which is initiated by orientation and followed by sequence of events that leads to reorientation.

To make a good recount text, the students have to consider some grammatical features in composing the text. The first consideration is the use of past tense to retell past events. There are some irregular verbs which cannot be added by *-ed*. The form of those irregular verbs is changed based on the verb itself. For example *sleep* becomes *slept*. Students always have difficulties to form the verb into past tense. Next, the students have to consider the use of descriptive words to give details about who, what, when, where and how it happened and the use of sentence connector to show the order of the events such as first, next, then, etc. However, good writing involves more than the ability to write grammatically correct sentences. The students also have to master some learning concepts such

as the rule for constructing paragraphs into unity and coherence to make their texts can be understandable by the audience.

In short, writing recount texts is not an easy task although the students are creating this text of their daily life. They must consider how to construct paragraphs into unity and coherence. They also have to understand the time order and its grammatical features such as the use of proper nouns, past tense, descriptive words and sentence connector. It needs the help of media to compose the texts. Picture series is implemented in this research as a medium to help the students in the writing process.

B. CONCEPTUAL FRAMEWORK

The students' ability in writing recount texts in SMP N 1 Seyegan is still low. As stated earlier, there are some problems which can make the students get difficulty in writing. One of the problems is the teacher does not give clear guidelines for students to construct sentences coherently and grammatically. As a result, they could not produce a coherent and an understandable text. They also cannot develop their ideas in order form. Besides that, the teacher only focused on the product of writing not the process. She also does not provide interesting media to help the students understand the materials. By using appropriate media, the goal of the teaching and learning can be achieved.

As stated above, media are the important thing in the process of teaching and learning. Media can help the learners who have the lack of experiences to be able to connect the learners out of the environment and can improve their

motivation. Visual media are more preferable because most people learn more easily by their sight than other sensory perception. Picture is one of the visual media which can help the students to learn English. According to Wright (1989:2) pictures contribute to increase the students' interest and motivation, which make the students have the sense of the context of the language.

With those reasons, the researcher thinks that picture series is the best medium to help the students write recount texts because it has many benefits in the teaching and learning process. First, picture series can help the students to retell their experiences in a good sequence. Second, picture series can stimulate the students' ideas and develop their ideas in chronological order. Third, by using picture series, students are engaged in the writing process. Picture series-based activities can also improve the students' writing skills such as vocabularies and language use.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research method employed in the present study. The chapter consists of the research approach, setting and subject of the study, instruments of data collection, data analysis technique, data collection technique, research procedures, and validity and reliability of the research.

A. The Research Approach

Based on the objective of this research to improve students' writing skills, the research approach used in this research is classroom action research. Burns (2010:2) states that the main aim of action research is to identify a 'problematic' situation that the participants consider worth looking into more systematically. Still, in Burns, the term "action" in action research is to change or to improve the problematic situations in a deliberate way.

Based on Denscombe (2007: 123) there are four defining characteristics of action research; practical, change, cyclical process and participation. The first characteristic deals with real-world problems and issues which are usually found in educational settings. Action research is practical and it involves the researcher as a practitioner very closely. Change is an integral part of research which as a means of discovering more about the problems or phenomena. Bryman (in Descombe, 2007: 124) states that change is a way to learn more about the way a thing works. Cyclical process is one of the main characteristics of action research which consists of several cycles. The points of each cycle are the research feeds

back into practice and the ongoing process of the research which consist of some stages. The participation is all of the actors that involve in the research process such as teacher and students.

According to Kemmis and Robin McTaggart (in Burns, 2010:8), action research involves four stages in a cycle; planning, action, observation and reflection. The cycle can be continued until the researcher achieves the satisfactory goal.

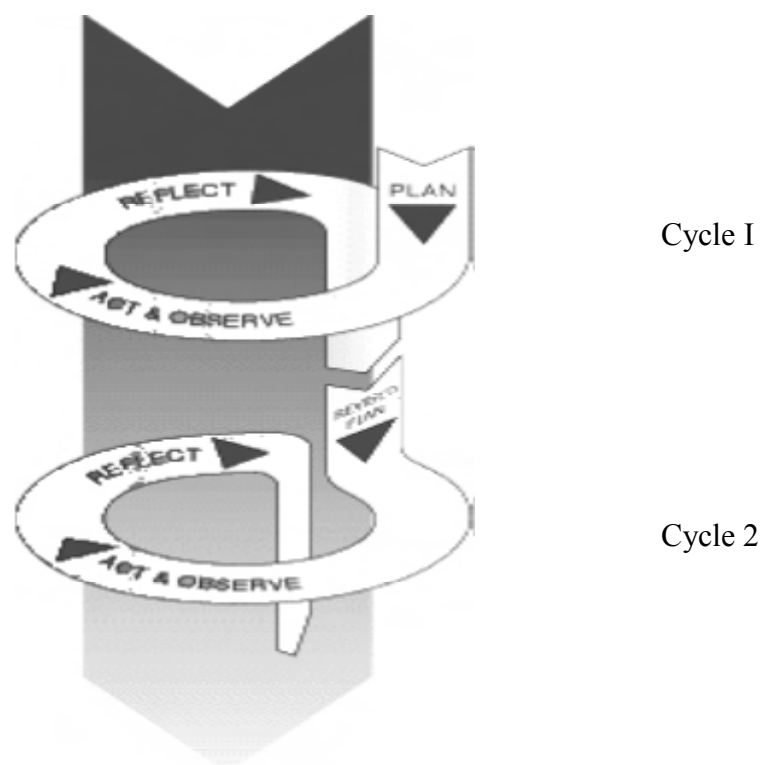


Figure 1: Cyclical Action Research model based on Kemmis and Mc Taggart (1998)

1. Planning

On this phase, the researcher identifies the problem and develops a plan to bring improvement in students' writing skills. The researcher prepares the

syllabus, teaching scenario, media that will be used, students' worksheets, observation checklists, and rubrics.

2. Acting

On this phase, the researcher implements the entire teaching scenario by using picture series in the teaching and learning process of writing.

3. Observing

When the action is done, the researcher and collaborator observe the improvement of the writing process, and also the researcher and students' activities based on the observation checklist.

4. Reflecting

On this phase, the researcher reflects and evaluates the action that has been explored.

B. The Setting and Subject of the Research

This study was conducted at SMP N 1 Seyegan which is located at Kasuran, Margomulyo, Seyegan. It is one of the national standardized schools in Yogyakarta. The school provides many facilities to support the teaching and learning process. It has a language laboratory, a science laboratory and a computer laboratory. There are 24 classes; and each class consists of 36 students. The subjects of the research were the eighth grade students in VIIIIB class of SMP N 1 Seyegan in the academic year of 2012/2013.

The researcher chose this school as the subject in conducting her research based on several considerations. First, the researcher already knew this school and

the characteristics of the students because she has ever taught the students. Second, the researcher found that many students were not eager in writing English. They did not like writing because they had difficulties to find and develop ideas into written texts in a good chronological order.

This research was conducted based on the school academic calendar in September-November 2012 including the preparation, planning, action, observation, reflection, and reporting of the result. The time and the schedule of the implementation of the actions are presented below.

Table 2 : **The Schedule of the Research**

No.	Step	Month											
		September				October				November			
		2	3	4	5	1	2	3	4	1	2	3	4
1.	Observation												
2.	Planning for cycle 1												
3.	Action 1 (Implementation of picture series)												
4.	Planning for cycle 2												
5.	Action 2												
6.	Analysing Data and reporting												

C. Instruments of Data Collection

The instruments of this research are presented as the following.

1. Observation checklists

Observation checklists gave the information about the effectiveness of using picture series to teach writing recount texts. The English teacher checked some aspects in teaching and learning process such as the lesson plan, the tasks,

the materials and the media by putting a tick to statements in the observation checklists.

2. Interview guidelines

The interview guidelines were used to guide the researcher to get responses from the teacher and the students on the use of picture series when she conducted interviews. In this research, the researcher interviewed the students and the English teacher before, during and after implementing the actions to see their improvements on writing.

3. Tests

Tests were used to get information about students' writing performance. The researcher held pre-test and post-test to see whether there was improvement on the students' writing or not.

D. Data Analysis Techniques

Analyzing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 1999:157). In this study, the researcher used 5 steps to analyze the data, they are assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

1. Assembling the data

In this step, the researcher collected all the data to see what really occurred over period of the research. The data were gathered in the form of field notes and interview transcripts.

2. Coding the data

Coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types (Burns, 1999:157). In this study, the researcher identified the data by coding it into more specific patterns and categories.

3. Comparing the data

After coding the data, the researcher compared the categories or patterns across different data collection techniques. This activity was aimed to identify the relationships and connections between different sources of data.

4. Building interpretations

In this stage, the researcher should deal with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details. The researcher discussed with the English teacher to pose questions, identify connections and develop explanations about the meanings of the research. Discussing the data can be a catalyst for new discoveries or interpretations.

5. Reporting the outcomes

In this stage, the researcher considered some aspects in reporting the results of this study such as discussing the issues or questions that prompted the study, describing the context of the research, analysing the findings by providing the samples of the data and interpreting how the project could lead to other areas for research.

E. Data Collection Technique

The data in this research are qualitative and are also supported by the quantitative data. The qualitative data were obtained through interview and observation. This was used to meet the process validity. The researcher and the collaborator recorded all of the information in the process of teaching and learning during the actions by using interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process were noted. The researcher interviewed the students and the English teacher to get the data related to their perspectives in writing before, during and after implementing the actions.

Tests were used to attain the quantitative data. The researcher used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test would be compared to acquire the data.

F. Research Procedures

Before doing some stages in classroom action research, the researcher did reconnaissance step to know about the problems that the teacher and the students faced in writing class. The researcher did an observation when the teacher taught writing to her students and observed their writings. After having found the problems, the researcher did some stages based on the classroom action research which were planning, action, observation, and reflection.

1. Planning the actions

Planning is the first step in doing classroom action research. In making the plan, the researcher should refer to the result of the preliminary study. The researcher prepared all of the actions and materials based on teaching writing by using picture series. It covered preparing the lesson plan, preparing the materials and media and preparing the scoring rubric.

a) Preparing the lesson plan

In SMP N 1 Seyegan, English is taught two times a week and the duration of each meeting is 2 x 30'. The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities, evaluation and sources. In this research, the researcher made 2 lesson plans for 2 cycles.

b) Preparing the materials and media

The use of media is very important in teaching writing to promote an attractive learning. In this research, the researcher used eight picture series to solve the problems in the writing class. Each picture series contains three up to nine pictures which can help the students to compose recount texts. The picture series was taken from *Graded Readers and Scoot Foresman Reading Street* and modified by the researcher to attract the students' interest and motivation during the writing process.

c) Preparing the Scoring Rubric

In this research, the criteria of success established by the researcher is that the actions were considered successful if 80% of the students reached more than level 3 for each skills because that value already represents the KKM (Kriteria Ketuntasan Minimum = Standard of Minimum Completeness) which is 75 point. In this case, the researcher used scoring rubric that was adapted from Jacobs *et al.*'s (1981) to help the researcher to evaluate the students' writing of recount texts. The score would show the improvements made by the students.

Table 3 : The Scoring Rubric of Students' Writing

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex

			constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicative, not enough to evaluate.

2. Acting on the Plan

This research was done in 2 cycles. Cycle 1 consisted of 2 meetings and Cycle 2 was done in 3 meetings. The researcher acted as the teacher and the English teacher became the collaborator during the teaching and learning process.

The method of teaching writing in this research was inspired by Presentation, Practice and Production (PPP). According to Harmer (2004:80), this model introduced a situation which contextualized the language to be taught. These are the steps of implementing picture series by using this method:

1. Presentation

In this stage, the researcher introduced the picture series to the students. Then, she asked some questions which can lead them to generate ideas about the topic in the picture series. She invited the students to identify the events in the pictures and conclude the generic structures of recount texts.

The researcher then gave models of the sentences to isolate the grammar that she wanted to focus on (in this case the simple past tense).

2. Practice

In this stage, the researcher led the students to mention the objects and some action verbs that they found in the pictures. This activity was aimed to help

them to write their drafts. The students then practiced using the new structures and organizing their ideas based on the picture series.

3. Production

In this stage, the students were asked to use the new language in sentences of their own based on the picture series. They did outlining and drafting to compose recount texts.

In the reflection stage, the researcher gave feedback on the students' writing. Then the students revised their writings based on the researcher's note.

In every meeting, the teacher gave picture series to the students as a medium to help them write recount texts. To encourage the students' interest, she gave different teaching techniques such as ordering the jumbled pictures, playing games and filling in the blank spaces.

3. Observing the Actions

Observation was done by the English teacher during the process of teaching and learning. This was focused on the effectiveness of using picture series to teach writing recount texts, students' behaviour towards the teaching, the lesson plan, etc. In this stage, the data collection instruments such as interview guidelines and observation checklists were used.

4. Reflecting the Actions

After the action was done, the researcher and the collaborator discussed the implementation of picture series based on the result of the data collection instruments. If the result is the same with the target, the implementation of picture series is successful, if it is not, the next cycle must be continued.

G. Validity and Reliability of the Research

The validity of the data in this research was based on the criteria proposed by Anderson *et al.* (1999: 30-33). To enhance the validity of the data, the researcher used these five types of validity; democratic validity, outcome validity, process validity, dialogic validity and catalytic validity as follows:

1. Democratic validity

Democratic validity relates to the extent to which the research allows for the inclusion of multiple voices. To get democratic validity, the researcher did some interviews with the English teacher and the students to express their opinions, comments and ideas about the actions implemented in this research.

2. Outcome validity

Outcome validity means that the research is “successful” in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the results of the actions. The results of the research were not only able to solve the problems but also lead to new questions.

3. Process validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing picture series in writing class. The researcher collected the data by interviewing the English teacher and the students and making field notes to observe the teaching and learning process. It included the students’ behaviour and the students’ competency in achieving the materials.

4. Dialogic validity

The value of the research is monitored by peer reviews to meet the dialogic validity. This validity was gained by the researcher through dialog with the English teacher about what she had done during the process of teaching and learning. The teacher as the collaborator observed and monitored the actions implemented by the researcher.

5. Catalytic validity

Catalytic validity relates to how the participants deepen their understanding of the social realities of the context and the way how they make change within it. This validity was gained by observing changes on the teacher and the learners' understanding of they role in this research by using some interviews.

In order to get rounded perspectives and to avoid the subjectivity in analyzing the data, the researcher used 2 kinds of triangulation; time triangulation and researcher triangulation (Burns, 1999:163) as follows:

1. Time triangulation

The data were collected over a period of time to identify the factors involved in the actions. The researcher got the data on the students' improvement in writing by conducting pre-test and post-test. The researcher also collected the data by observing the teaching and learning process, interviewing the students and the collaborator before and after the actions and making field notes.

2. Researcher triangulation

The data were collected by more than one research member in order to avoid biased interpretation. In this research, the researcher and the collaborator collected the data together to be compared.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the process, the results and the interpretation of the findings of the research conducted in Cycle I and Cycle II. Each cycle consists of planning, actions, observation and reflection.

A. Research Findings

This part describes the reconnaissance, planning, action, observation and reflection in Cycle 1 and Cycle 2.

1. The Reconnaissance

To identify the problems of the process of teaching and learning writing in VIIIB class, the researcher conducted classroom observation and interviewed the English teacher and the students. The vignette below shows the process of teaching and learning writing and the students' behaviour toward the writing class.

Number	: FN. 04
Day/Date	: Saturday/ September 29 th 2012
Time	: 15.00-16.30
Place	: Classroom of VIIIB
Activity	: Observation

The teacher started the class by greeting, checking attendance and praying. Then, the teacher checked the students' homework taken from LKS. They should write the answers in complete sentences based on the recount text on the white board. After that, the teacher checked the sentences one by one and identified the mistakes. **While doing these activities, the students only talked with their friends and paid no attention to the teacher's explanation.**

The teacher then explained the generic structures and language features of a recount text without showing the model of the text. She said, “If you want to tell the activities which happened in the past you have to use simple past tense, *cirinya* stem +ed *atau* stem + V2, *contohnya* “visit” jadi “visited” lalu “go” jadi “went”, *trus* kalo mau menulis harus memperhatikan yang pertama subjek ya anak-anak *trus* verb *atau* kata kerja”. **The students paid no attention to the teacher’s explanations,** it could be seen when she asked, “Do you get the point?” they did not say anything though the teacher repeated the question three times.

Then the teacher gave the students writing tasks. She divided them into nine groups. She asked the students to arrange the words into sentences and arrange sentence into paragraphs. **Some of students got confused with the tasks given by the teacher. They also met difficulties in arranging the words into some sentences and made them into a paragraph.** The English teacher did not explain the structures of the sentence.

When all was finished, the teacher asked the students to write the sentences on the whiteboard and showed their mistakes. **She used the whiteboard as a medium in teaching writing. It seemed that the students needed some media to engage their interest because they were not motivated to do the tasks.** The class seemed to be very noisy. The teacher always reminded the students to be silent. However, the students still made some noise. **It happened because the tasks were not challenging and not interesting. Besides, the students were not given a chance to write anything about their experience. When the teacher asked to write the paragraph on the board, the students did not want to do it.** Many of them said, “*Bu dibaca saja*” (Mam, just read them). This means that the students’ involvement in the process of teaching and learning was very low.

(Appendix A/FN.04/29-09-2012)

From the observation, the activity during the process of teaching and learning was not considered as quite successful. The English teacher did not provide any interesting media to attract the students’ interest. In the teaching and learning process, the students paid no attention to the teacher’s explanation. Some of them often talked to their friends. The students’ involvement during the teaching and learning was also needed to be improved.

The researcher also interviewed the English teacher to support the primary condition of the teaching and learning process. The following interview transcript shows the same condition of students' behaviour during the lesson.

R	: <i>Biasanya kesulitan-kesulitan apa saja yang Ibu temukan ketika mengajar bahasa inggris di kelas khususnya ketika menulis?</i> ('What are the difficulties that you encounter when you teach English especially writing skill in the class?')
Teacher	: <i>Oh, anak-anak biasanya suka ribut sendiri mbak jadi sering tidak memperhatikan penjelasan saya. Mereka menganggap bahasa inggris itu susah apalagi menulis. Mereka kadang-kadang juga ga berani untuk maju ke kelas kalo ga bener-bener disuruh seperti tadi itu. Kalo pas nulis tu sering kesulitan di menaruh idenya mbak jadi kadang-kadang ga urut.</i> ('Oh, the students always make noise so they do not pay attention to my explanation. They argue that English is difficult especially writing. They sometimes do not dare to come in front of the class when I do not encourage them as before. When I ask them to write, they have difficulties in putting their ideas so that they cannot produce a text with a good order')
Appendix B/Interview transcript 2/29-09-2012	


From the interview above, it can be concluded that the students' problem in writing was how to compose and develop their ideas into a good chronological order. However, because there was no data on the students' writing, the researcher held a pre-test to see the students' ability in writing recount texts on September 27th 2012. The researcher asked them to write their past experiences (a recount text) in three paragraphs which consist of orientation, sequence of events and reorientation. The result was most of the students could not produce a well-organized text. When they were assigned to write a composition, they found hard to decide what they should write. As the result, they needed much time to finish

their writing. These are two examples of students' writing before implementing the actions.

Name : Aurnio.F.L.D.C.

Class/Number : 8 Bhe /4.

Write down at least 3 paragraphs telling your past experience, for example, "My Holiday in Jakarta".



My Holiday in Cangkling

Sunday, I got up at 06.00 am. I'm sleep in my grandmother house in Cangkling village. last night. After got up I took abath at 07.00 am, Then, I had breakfast.

My grandmother's house is big. I always played with my young brother. My young brother name is Restu. Restu and I always play guitar in my grand mother house. After played we always go to home together.

?

THANKS YOU

Figure 2: The Text Written before Conducting the Actions

Name : Ummat Ismunandar

Class/Number : VIII B. / 32

Write down at least 3 paragraphs telling your past experience, for example, "My Holiday in Jakarta".



My Holiday in My Grand Mother House

There are we is a playing and many people to playing.

Usually we are a playing in the river. There are many water. water is very cold and fish small many. After enough tired we break under tree. After break we to go home. Arrived my grand mother house we are a eating.

Figure 3: The Text Written before Conducting the Actions

In reference to the results of the students' writing before implementing the actions, there were several problems related to the organization. Most students' writing was not well-organized. They lacked logical sequencing and development. It can be seen on one of the students' writing above entitled "*My Holiday in Cangkring*". In the first paragraph, he could not write his sentences coherently (*Sunday, I got up at 06.00 am. I sleep in my grandmother house in Cangkring village.last night*). He also did not use the right adverb of time indicating his past experience. In the end of his writing, he did not give conclusion or reorientation. Moreover, in the second paragraph he looked like telling his habitual activities. In the second example of the student's writing entitled "*My Holiday in My Grand Mother House*", the writer also could not state his ideas clearly. In the first paragraph, he did not provide background information which needed to understand his text. In vocabulary aspect, his writing was difficult to understand because he only translated the Indonesian words into English. From the linguistic aspect, he did not use the correct verbs in telling his past experience.

Apart from the students' difficulties to write recount texts in good organization, they also could not develop their words, sentences and ideas as much as possible into good paragraphs. They could not create a good text which consists of at least 3 paragraphs. It seemed that the students needed to be taught how to organize the text and to develop their ideas in a good order based on the generic structure of the recount texts.

To support the results of the students' problems in writing recount texts, the researcher held an interview with the students. The following presents the students' statements showing their difficulties to write recount texts.

R	: <i>Oh iya, gimana susah ga tadi nulisnya?</i> ('Oh, was it difficult to write the text?')
S2	: <i>Susah Miss, males</i> ('It was difficult Miss, I was bored')
R	: <i>Susahnya apa?</i> ('What was the difficulty?')
S2	: <i>Bingung tadi ide buat nulis</i> ('I was confused with the idea to write the text')
R	: <i>Emm jadi idenya ya?</i> ('So concerning the idea, right?')
S4	: <i>Iyo Miss dadi ming sitik le nulis</i> ('Yes Miss, so that I just wrote a bit only')

Appendix B/Interview transcript 4/04-10-2012

From the identification above, there were some problems occurring during the writing class. The following table presents the identified problems.

Table 4: **The Field Problems in Class VIIIB SMP N 1 Seyegan**

1.	The teacher did not provide interesting media to the students.
2.	The writing tasks were not challenging.
3.	The teacher did not show a model of recount text.
4.	The teacher focused on arranging sentences than writing.
5.	The teacher did not teach the stages of writing recount texts.
6.	The students paid no attention to the teacher.
7.	The students were not motivated to do the tasks.
8.	The students could not develop their ideas into written texts.
9.	The students could not organize the story in a good order.
10.	The students considered that English as a difficult lesson.
11.	The students' involvement in the teaching and learning process was low.

According to the problems related to the teaching and learning process of writing, it can be identified that the problems are as follows:

1. The teacher's teaching style and students' motivation in writing

During the observation done by the researcher, the teacher did not use interesting techniques to engage the students' interest in the process of teaching and learning. The teacher was too serious in explaining the materials so that the students got bored. She also did not explain how to write a good recount text to the students and she did not give chances to them to write the text.

In the writing process, the teacher only asked the students to arrange the words into sentences and made them into paragraphs. However, they met difficulties to construct paragraphs of a recount text which met unity and coherence. When they were asked to write recount texts, they could not formulate the main ideas and supporting sentences in a good organization. They also made a lot of mistakes in language use and word-choice. Those difficulties made the students did not motivate to join the writing class. They often talked to their friends and paid no attention to the teacher's explanation.

2. Media

Media are important in facilitating teaching and learning. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. In reference to the observation, the teacher did not provide any interesting media to the students. She only used a whiteboard as a medium in teaching writing so that the students were not motivated to do the tasks. It also made them difficult to understand how to write a good recount text.

From the problems, the researcher concluded that the students needed interesting media to help them in the process of writing recount texts. This was supported by the English teacher who wanted to have media in teaching writing. At the end of the class on September 29th 2012 the researcher held an interview with the English teacher. She said that the students sometimes were not motivated to write because they did not like writing. She told that media can increase the students' motivation and help them to compose ideas into good written texts. Then the researcher suggested "*picture series*" as a medium to facilitate the students in the writing process. Finally, both the researcher and the English teacher as the collaborator determined the actions to overcome those problems with using picture series.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 2 was divided into two meetings. The researcher and collaborator did three steps in this cycle; they are planning, action and observation, and reflection.

1. Planning

a) Determining the Actions to Overcome the Problems

The implementation of picture series is very useful in helping students retell experiences or understand something since they can represent places, objects, and people. It makes the students can put their ideas in written text and write them into a good organization. By practicing writing, the students also get

some improvements in the other aspects of writing such as content, vocabulary and language use. Picture series-based activities also can increase the students' motivation during the writing class. So that, the researcher and the collaborator planned some actions to improve the students' skills of writing recount texts by using picture series as follows:

1. Using picture series to guide the students in organizing and developing ideas in a chronological order.
2. Employing various techniques such as presenting a model of recount text with its picture series on the board, ordering the jumbled picture series and writing a recount text based on the series of pictures to engage the students' interest and involvement in the writing activities during the teaching and learning process.
3. Discussing the students' mistakes on their writing in every meeting.

b) Preparing the Materials and the Media

In Cycle 1, the researcher used three picture series which were taken from *Graded Readers, Scoot Foresman Reading Street for elementary students* and one picture series was taken from *Contextual Teaching and Learning for VIII grade students*. The researcher modified the pictures and adapted the texts to make them suitable for junior high school students. The picture series contains several interesting pictures which can engage the students' interest in the writing process. A recount text entitled "*A Trip to the Farm*" with its picture series was used in modelling section in the first meeting. The pictures and the text were attached on

three Manila paper and displayed to the students on the board so that they could identify the text together.

The second picture series entitled "*John's day off*" which was taken from "*Contextual Teaching and Learning for VII grade students*" became a medium to explain the use of simple past tense to the students. The researcher wrote the text by herself. The students had to fill in the blank spaces using the verbs provided by the researcher. The third picture series entitled "*Jem was not Happy*" was used in the training stage. The researcher printed the picture series which contains seven pictures on A4 paper. Besides that, she also printed each picture in a glossy paper and attached them on the board to help the students in planning and drafting session.

In the second meeting, the researcher used a recount text entitled "*A Bird Cake*" with its picture series in the modelling section. The researcher arranged them randomly and the students would order the jumbled pictures in a sequence and attach them onto a paper so that became series of pictures which reflected a complete story. The fourth picture series entitled "*Jen's Garden*" was used in training session. The researcher printed the picture series which contains seven pictures on A4 paper. The students had to write a recount text based on the picture series individually.

c) Preparing the Lesson Plan

The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method,

teaching and learning activities, evaluation and sources (*see page 145*). Cycle 1 was divided into two meetings. The following is the research schedule covering two meetings of the implementation of actions.

Table 5: **Research Schedule of Cycle 1**

Cycle	Day	Date	Time
I	Friday	October 5 th 2012	13.30-14.30
	Saturday	October 6 th 2012	15.30-16.30

2. Actions and Observation

The implementation of picture series in Cycle 1 was divided into two meetings. The details are discussed below:

a. First Meeting

In the pre-teaching stage, the researcher opened the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. Then she explained the objectives of the teaching and learning. She told that in the end of the lesson, they would be able to understand the generic structure and language features of recount texts and to write the recount in a good organization based on the picture series. Next the researcher did lead-in by asking some questions about what they did in that morning such as “what time did you get up students?” or “what did you do after that?” Some of the students still had difficulties to construct sentences in telling their activities in the morning from they got up until they had lunch.

After giving a lead in, the researcher gave a model of recount text by its picture series (see page 152) which was adapted from *Graded Readers, Scott Foresman reading Street, Decodable reader 6, illustrated by Steve Combs* entitled “*A Trip to the Farm*”. Before studying them, the researcher asked the students to recall their previous knowledge of recount texts. Most of them did not say anything. Then, the researcher attached the text and the picture series on the whiteboard and asked the students whether the text was readable or not and the pictures were clear or not. They said that they could read the text and see the pictures clearly. This picture series was used to help them to identify the generic structure, language features and social function of the text. Then, the students with the researcher’s guidance identify those elements together. They were very attracted to the picture series and paid attention to the board because it was the first time they got this medium in their writing class. The following presents their statements after the researcher used the picture series in the modelling stage.

- R : *Gimana pendapat kalian pas Miss nunjukin gambar tadi buat jelasin recount text?* (‘What is your opinion when I showed the picture series to explain the recount text before?’)
- S1 : ***Menarik Miss, jelas banget gambarnya.*** (‘It was interesting Miss, the pictures were also clear’)
- S2 : *Hooh Miss, dadi ngerti saiki.* (‘Yes Miss, I understand now’)
- R : *Tentang apa?* (‘About what?’)
- S2 : ***Yoh, bisa membayangkan ceritane Miss walaupun tadi ga ngerti bahasa inggrise.*** (‘Yeah, I could imagine the story although I did not understand the English text’)
- R : *Oh urutan ceritanya ya?* (‘Oh about the order of the story?’)
- S2 : *Iya Miss.* (‘Yes Miss’)
- S1 : ***Eh iyo Miss dadi ngerti recount*** (‘I understand what a recount text is’)

Appendix B/ Interview transcript 7/05-10-2012

Before the students came to real writing session, the researcher asked them to make sentences showing the past events with regular verbs and fill in a text showing the past events with irregular verbs. She used picture series which was taken from “*Contextual Teaching and Learning for VIII grade students*”. Most of the students looked at their dictionaries to find the simple past verbs. They were motivated to make sentences from the pictures and to fill in the text based on the picture series. These were examples of their sentences “Lopez washed my car” or “Me and Siti listened *musik*”. Although there were some mistakes in the vocabulary aspect, picture series-based activities could help them to write sentences and to understand the use of simple past tense. The following field note presents the students’ condition while doing the simple past tasks.

After discussing the tasks, the researcher asked their understanding of the use of simple past tense by asking “So, when do you use the simple past tense or *kapan kalian menggunakan past tense?*” Some of the students said, “*Kalo cerita lampau Miss*” or “*Kalo yesterday Miss*”. Then the researcher asked about the kinds of simple past tense. **All of the students could answer “regular” and “irregular”. They were so enthusiastic on answering the questions.**

Appendix A/FN.08/05-10-2012

After the students practiced the tasks, the researcher displayed another picture series to the students entitled “*Jem was not Happy*” on the board. The students with the researcher’s guidance explored the vocabularies that might be used in describing the picture series. Then, she delivered some questions to help them in outlining stage before drafting, such as “who was in the pictures?” or “what were the events?” They could answer all of the questions correctly. It means that they knew what they should write.

The students then were assigned to classify the picture series according to the orientation, sequence of events and reorientation. In this case, picture series facilitated them to organize their ideas. Next, the researcher asked them to write a recount text based on the picture series in pairs. They were assigned to produce the first draft of the recount text based on the picture series that they observed. The collaborator said that picture series facilitated the students to organize their ideas.

- R : *Bagaimana Bu ketika anak-anak menulis dengan picture series tadi?*
(‘How was their writing process using picture series Mam?’)
- T : ***Wah sangat membantu mbak anak-anak udah tau apa yang mau diceritakan,** cuma tadi time managementnya kurang mbak jadi anak-anak cuma bisa nulis satu kalimat aja per gambar, saya harap anak-anak bisa menulis lebih banyak di pertemuan selanjutnya* (‘Picture series helped the students in developing their ideas in writing, but the time management was not enough, the students could only write a sentence representing each picture. I hope they can write more sentences in the next meeting’)

Appendix B/Interview transcript 6/05-10-2012

In the last five minutes, the researcher asked the students to submit their writing. Since they only could finish their tentative drafts in the first meeting, the next meeting the students revised their drafts according to the researcher’s notes. After that, the researcher reviewed the generic structure, language features and the purpose of the recount texts. The students could understand those elements well.

b. Second Meeting

The researcher started the class by greeting the students, checking their attendance, asking one of the students to lead the prayer and asking about the previous meeting. The students still remembered when the researcher asked about the generic structure, the purpose and the language features of the recount texts

although they sometimes looked at their notes. Then the researcher told the objectives of the learning. She told them to make the final drafts of their previous writings and they had to write a story based on another picture series individually.

Before the students wrote their final drafts, the researcher gave them a model of recount text and its picture series entitled “*A Bird Cake*” (see page 158). The students had to order the jumbled picture series based on the text in groups of four. The purpose of this activity was to help the students to sequence their ideas. Because the time was only 2x30 minutes, the researcher planned to make a competition game. The first group which finished it sooner would be the winner. The researcher used different techniques to engage the students’ interest by using picture series. The students were motivated to play the game.

After the game was over and got the winner, the researcher discussed the text. She asked the students about the generic structure of the text, the simple past verbs, the words showing past activities, the words showing sequences and the purpose of the text. This following field note shows the students’ condition toward the teaching and learning process.

Although the class became noisy, **the students did the game in ordering the jumbled picture series enthusiastically.** They attached the picture series besides the text. After three minutes, the 5th group which consisted of Ayu, Hanifah, Siti and Nurul had finished ordering the picture series firstly. **By ordering the picture series, they were helped to organize their ideas. In this activity, they enjoyed the learning process.** After the game was over, she discussed the generic structure, the simple past verbs, the words showing past activities, the words showing sequences, the social purpose and the difficult vocabularies that they found in the text. **Most of the students participated in the discussion and they were motivated to identify those elements.**

Appendix A/FN.09/06-10-2012

In the main activity, the researcher asked the students to edit their drafts in the previous meeting. After all students got the paper, they directly rewrite their paragraphs based on feedback that they got from the researcher. She also gave them explanation to her notes that might be not be understood by the students. From the results of their writing, the students could organize their story in a good order although they only wrote seven sentences based on the picture series. They did some mistakes in the language use and diction such as “I take Jem to the animal doctor” or “Jem is sick, Jem is not want eat” While revising, the students were given personal guidance from the researcher. Revising stage lasted for 15 minutes.

After the students wrote their final drafts, the researcher asked them to submit their writings and gave another picture series to them. She used picture series entitled “*Jen’s Garden*” (see page 173) to train their ability in writing recount texts based on the picture series individually.

The researcher then explained what the students had to do. Firstly, they were asked to observe the series of pictures. Then, she asked some leading questions. The first question was “what did the picture tell about?” The students directly mentioned the topic of the pictures together, it was “planting the flower seeds”. The other questions were about the setting of place and time, the objects and some action verbs. Those questions reflected the generic structure of the recount texts. Most of the students commented at the pictures. They said that they have planted seeds before.

Then, the researcher asked the students to do outlining and drafting based on the picture series. She went around the class and helped the students if they needed help like finding the appropriate diction, correcting the past form of verbs and developing the story based on the picture series. The time was enough to them in writing a complete text which consisted of orientation, sequence of events and reorientation.

After 35 minutes, the researcher asked the students to submit their writing. Then she reviewed the lesson and asked their feeling after the lesson. They said that writing was difficult but they could enjoy it. These following statements present the students' feeling after the last meeting.

- | | |
|----|--|
| R | : <i>Gimana adik2 tadi pelajarannya?</i> ('How was the previous meeting?') |
| S1 | : <i>Seneng Miss, udah bisa nulis banyak kalimat</i> ('I was happy Miss, I could write more sentences') |
| S2 | : <i>Gamenya seru, tapi nulisnya masih susah ah Miss, ga bisa nerjemahinnya</i> ('The game was very nice but I still had difficulties in writing, I could not translate the words into English') |

Appendix B/Interview transcript 9/06-10-2012

3. Reflection

In reference to the observation which was done in Cycle 1, the researcher found that the students attained some improvements when they wrote recount texts. It could be observed from the students' writing in the last meeting of Cycle 1. There was also an improvement on the students' behaviour toward the teaching and learning process. The following field note presents the students' condition in the classroom before the implementation of picture series.

During the teaching and learning process, **the students did not pay attention to the teacher's explanation. She did not use interesting techniques to attract students' interest.** When she asked them to arrange the words into sentences and order the sentences into a paragraph, **they were not enthusiastic on doing the task.** After giving tasks, the teacher asked some of the students to come forward and write their results but the rest made some noise and did nothing. **The teacher also did not explain how to write recount texts although they found difficulties.**

Appendix A/FN.04/29-09-2012

Before the researcher implemented the actions, she found that many students had difficulties to organize their ideas in a good order. They also still had difficulties to use the correct grammar. The following presents the students' statements about their difficulties to write recount texts before conducting the actions.

R : *Gimana dik tadi nulisnya susah ga?* ('How was your writing?')
 S1 : ***Susah miss, bingung mau nulis apa?*** ('It was difficult Miss, I did not know what I should write')
 S2 : ***Iya Miss palagi pake past tensenya, susah ta tambah -ed aja*** ('Yes Miss I only added *-ed* for the past tense verbs')
 R : *Kalo Lopez?* ('How about you Lopez?')
 S3 : ***Itu miss kata-katanya susah harus pake bahasa inggris. Trus bingung mau cerita apa*** ('The vocabularies Miss, I had to use English, then I did not know what to tell in my writing')

Appendix B/Interview transcript 5/04-10-2012

In the modelling section in Cycle 1, the picture series facilitated the students to catch the ideas of the text in terms of generic structure, language features and social function. In the writing section, the picture series also helped them to organize the story in a good chronological order. The teaching strategies in implementing picture series not only influenced the organization of the text but also content, vocabulary and language use aspects. The following presents the students' statements after the first meeting.

- R : *Nah abis latihan simple past tense tadi apakah kalian masih menemukan kesulitan pas menulis text recount? ('After you practiced the use of simple past tense, did you still find any difficulties in writing recount texts?')*
- S1 : ***Yah kata-katanya Miss masih bingung kalo dibahasa inggrisin*** ('The vocabularies Miss, It was still difficult to translate them into English')
- S2 : ***Iya Miss, tapi ga bingung mau nulis apa wong ada gambarnya tapi bingung bahasa inggrisnya piye, trus masih belum bisa rubah simple past tensenya, ga bawa kamus, hehe*** ('Yes Miss, the pictures helped me to write but I still could not change the verbs because I did not bring a dictionary')

Appendix B/Interview transcript 8/05-10-2012

In the second meeting, there were also improvements on the students' writing. Their writing was well-organized. They could state the generic structure of the texts coherently. Some students also did not make a lot of errors in vocabulary and language use aspects than they did before implementing the actions. They were also motivated to write recount texts. However they could only produce limited development of the topic. The following field note presents the students' condition towards the teaching and learning process in the last meeting of Cycle 1.

During the writing process, **the students did not find difficulties to organize their writing and to transform their ideas. They could produce a recount text which consists of orientation, sequence of events and reorientation in well-organized.** The students were challenged to write a text from the picture series. **Moreover, they were interested in and engaged by the picture series.** However, they only wrote a sentence for each picture. They did not add some supporting sentences representing each picture. During the writing process, the students asked about the vocabularies, such as "*Miss bahasa inggrisnya menanam apa?*" or "*Miss bahasa inggrisnya menyirami apa?*" They also asked about the use of simple past tense, for examples, "*Miss ini cuma tambah ed ya?*" or "*Miss kalo get itu past tensenya got ya?*" **The students looked very enthusiastic on the writing process.**

Appendix A/FN.11/06-10-2012

Besides that, after implementing the picture series, the students were motivated to write recount texts. They were more enthusiastic on the learning process. They seemed attracted and began to pay attention to the researcher's explanation. They even showed their eagerness to answer the researcher's questions. They could easily find ideas that they wanted to write in their texts by observing the picture series. These could be observed from their results of writing and the interview which was held by the researcher.

- | | |
|----|---|
| R | : <i>Gimana tadi menyenangkan ga nulisnya?</i> ('How was the lesson, did you enjoy it?') |
| S1 | : <i>Seneng Miss ternyata bisa nulis aku, tapi pasti tetap banyak yang salah, hehe</i> ('Yes Miss, I like it Miss, I could write it but I was afraid of making a lot of mistakes') |
| R | : <i>Emm gak papa, oh iya picture seriesnya bantu kalian buat nulis ga?</i> ('It's okay, did the picture series help you in writing?') |
| SS | : <i>Iya Miss</i> ('Yes Miss') |
| R | : <i>Gimana bantunya?</i> ('How it could help you?') |
| S1 | : <i>Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang</i> ('I could write and transfer the ideas more easily') |
| R | : <i>Menarik ga gambarnya? Jelas ga?</i> ('Did the picture series interesting for you? Were they clear enough?') |
| S2 | : <i>Iya Miss menarik, jelas kok Miss</i> ('Yes Miss, the pictures were attractive and clear enough') |

Appendix B/Interview transcript 09/06-10-2012

The results of individual work in the last meeting showed the students' improvements in their writing skills especially in organizing the text. They also made improvements in content, vocabulary and language use aspects. To see the results of the students' writings, the samples of the student's improvements were taken randomly are presented below.

Name : Andriani hanifah khairi

Class/Number : VIII B /02

Write down at least 3 paragraphs telling your past experience, for example, "My Holiday in Jakarta".



My Holiday

Last ~~is~~ sunday ~~the~~ I get up at 07.00 a.m. Then I prepare breakfast.

At 08.30 a.m I go to take a bath. Then I wearing clothes. After that I study. ~~At~~ I watch over the shop. After that I watching TV. Then I playing with my friend.

At 19.00 I watching TV. Then I have dinner with my family. Then I watching TV.

Figure 4: The Text Written before Conducting the Actions

Name : Andriani hanifah Khoiri
Class/Number : VIII B / 02

Make a story about the girl in the picture series. She got a bag of flower seeds and she planned to plant them in her garden. Try to write as many sentences as possible in three paragraphs.









	<p><u>Planted a Flower</u></p> <p><u>Orientation</u></p> <p>on Sunday, Sima got a seeds flowers from her Mother. She planned to planted them.</p>
	<p>.....</p> <p>.....</p>
	<p><u>Events</u></p> <p>After got the land is fertile, she started to dig land. Then, she puted seeds flowers in the holes. After that, she closed holes. Then she flushed by water.</p>
	<p>.....</p> <p>.....</p>
	<p><u>Reorientation</u></p> <p>.....</p>
	<p>After three days the flowers already bloomed. She feelled happy.</p> <p>.....</p>
	<p> You can do it!!!</p>

Figure 5: The Text Written in Cycle 1

Before the implementation of the actions, most students' writing was not well-organized. They did not know what they should write in each generic structure. Most of their writing was difficult to understand because they only translated the Indonesian words into English. They made frequent errors in tense, word order, preposition and pronouns. After the researcher and the collaborator conducted the actions in Cycle 1, there were some improvements in all aspects of writing especially in the organization of the text. The example above could represent the students' improvement.

From the two samples above, it can be found that the student made an improvement in the organization of the text. Her first writing was loosely organized and she lacked development of the topic. In the orientation, she did not provide background information which needed to understand her text. In the second paragraph, there was no coherence between the third and the fourth sentences (*Afhter that I study. I watchover the shop*). In the reorientation, she did not give her personal comments about her experiences. In short, she could not organize her story well. In Cycle 1, her writing was well-organized. She wrote the structures of the recount text clearly. However, she missed to write the second picture which was preparing the materials to plant the seeds. She only wrote a sentence representing each picture. It means that she could not write more sentences to develop the story.

Besides that, in writing her paragraphs, the student had some improvements in the diction and language use. Before conducting the actions, the student only repeated her sentences like "*I watching TV*" all the times. By

mentioning the objects of the picture series, the student could enrich her vocabularies. However, she still made mistakes in selecting the appropriate vocabularies (e.g. *She **closed** holes* should be *She sowed the seeds in the holes* and *She **flushed** by water* should be *She watered the seeds*). In the grammatical aspect, the writer used simple present tense in her first writing. However, she could use simple past verbs in writing her story in Cycle 1 although there were some mistakes in forming the verbs such as “*puted*” should be “*put*” and “*feeled*” should be “*felt*”.

To fulfil the democratic and dialogic validity, the researcher and the collaborator expressed their opinions, comments and suggestions related to the implemented actions. The results of Cycle 1 showed that there were improvements and weaknesses. The results of the actions could be presented as follows:

1. The implementation of picture series in Cycle 1 could stimulate the students' ideas to write recount texts. They did not look confused to start their writing. However, they produced limited development in writing their stories. They only could write a sentence representing each picture and they could not add some supporting details for developing the topic based on the picture series.
2. The implementation of picture series could help the students to organize their ideas into logical development. They knew what they should write in each structure of the recount orderly with the use of the picture series.

3. The different techniques given by the researcher in presenting the picture series made the students interested in joining the writing class. They gave positive responses during the teaching and learning of writing.
4. Giving feedback on the students' writing could help them to identify and correct their mistakes. However, they needed more clear explanations of their mistakes. In reference to the results, the students still had difficulties to find the appropriate diction and to use the right grammatical aspect. The students still only translated the Indonesian words into English. Some of them also did some mistakes in word choices. In the language use, the students already knew that simple past tense was used in writing recount texts. However, many of them still only added *-ed* in changing the verbs into simple past. Because the time was only 2 x 30 minutes, the researcher could not explain the students' mistakes in more specific ways. She only gave marks on their mistakes.

The results of the reflection showed that Cycle I reached the criteria of success. From the rubric employed, the researcher and the collaborator used scale 3 as a standard of success. Although the students made some improvements in writing skill especially in organization aspect, there were not more than 50% students got 3 for each aspect. Besides that, the students still made several errors in agreement, tense, word order, word choice and pronouns. So, the researcher and the collaborator wanted to conduct Cycle II.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was divided into three meetings. The researcher and collaborator did three steps in this cycle; they are planning, action and observation, and reflection.

1. Planning

a. Determining the Actions to Overcome the Problems

In Cycle 1 the students could write a recount text in a good chronological order. However, they still had difficulties to develop the topic, find the appropriate diction and use the correct grammar. To overcome the problems, the researcher and the collaborator planned three actions in this cycle.

1. Discussing the students' mistakes in grammatical and vocabulary aspects that were usually found in their writing.
2. Applying vocabulary and language use exercises in each meeting such as finding out the vocabularies that may be used in the story and filling in the missing parts of sentences with the correct tenses. The students were directed to work on these exercises before writing their drafts.
3. Using interesting techniques in teaching writing recount texts could engage and motivate the students during the process of teaching and learning. So, the researcher still used the interesting techniques to keep their attention such as using power point presentation and playing a competitive game.

b. Planning the materials and the media

In Cycle 2, the researcher applied three picture series which were taken from *Graded Readers, Scoot Foresman Reading Street for elementary students*

and one picture series was retrieved from the Internet on August 10th 2012 (12:37:20). The researcher modified the pictures and adapted the texts to make them suitable for junior high school students.

The picture series entitled "*In the Park*" was used in modelling section. This funny picture series was considered to arouse students' interest which could make them motivated to write. The second picture series entitled "*In the woods*" was used in training stage in the first meeting. The researcher put the picture series, which contains eight pictures, on a piece of A4 paper. That was given to each pair of students.

The third picture series entitled "*Phil's Zoo Fun*" was used as a medium to review the elements of recount texts such as the generic structure, language features and the social function of the text. The researcher printed each picture on a piece of glossy paper and attached the sequences of pictures on the board. The last picture series entitled "*Mom's Surprise*" was used in training session which contains seven pictures on a piece of A4 paper. The students had to write a recount text based on the picture series individually.

c. Preparing the lesson plan

The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities, evaluation and sources. Cycle 2 was divided into three meetings. The first meeting was used for outlining and writing while the second meeting was used for revising and editing. The third meeting was used for

training the students' skill in writing recount texts individually. The following is the research schedule covering three meetings of action implementation.

Table 6: Research Schedule of Cycle 2

Cycle	Day	Date	Time
2	Thursday	October 18 th 2012	13.30-14.45
	Saturday	October 20 th 2012	15.30-16.30
	Thursday	October 25 th 2012	13.30-14.45

2. Actions and Observation

The implementation of actions in Cycle 2 was conducted in three meetings. Each meeting lasted for about 60 minutes.

a. First Meeting

The researcher started the class by greeting the students, checking their attendance and asking one of them to lead the prayer. All of the students attended the class. She then explained the objectives of the teaching and learning. She told that in the end of the class they would be able to write a good recount text based on the picture series.

First, the researcher displayed a model of recount text entitled "*In the Park*" (see page 170) and its picture series by using LCD. The students listened to the researcher's explanation while watching the power point presentation. They were also laughed when they read the text and saw the pictures on the slides. The students were motivated during the process of teaching and learning. When the presentation was over, she asked about the elements of the text such as what they should write in orientation, sequence of events and reorientation and she also

asked about the language features and the social function of the text. Surprisingly, all students could answer all of the questions. They could understand more the recount texts itself as shown in the following field note.

The students looked very enthusiastic while the researcher was displaying the recount text and its picture series. It looked like the English teacher never taught the students by using this medium. **The students paid attention to the slides and they did not talk to their friends. They were also attracted to the picture series.** It can be seen from their opinions on the pictures such as, “*Hahaha lucu Miss*” or “*Wah ternyata lady-nya itu laki-laki to*” When the presentation was over the researcher asked about elements in writing recount texts, for examples “So, what will you write in the orientation?” or “Can you mention the simple past verbs used in this text?” **Most students showed their eagerness to answer those questions.**

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In the Practice stage, the researcher showed picture series to the students entitled “*In the Woods*” (see page 171). She attached the pictures on the white board and asked the students to observe them. To help the students in observing, the researcher asked some questions such as “who was in the picture?” or “when it happened?” or “ what were the events?” Besides that, the researcher also asked them to find words and action verbs related to the series of pictures that might be used to write the text. This activity was aimed to help the students use the appropriate diction in writing.

Next, the students were asked to make outlines from the picture series that they received as what they made in Cycle 1 in pairs. This grouping activity was done to make information gap and cooperative learning. By writing in pairs, they could help each other. The researcher asked them to write a sentence representing each picture in making outlines. Then they continued to develop their outlines into 3 paragraphs which consist of orientation, events and reorientation. In the writing

process, the researcher walked around the class to monitor and to help the students in composing the story. The researcher and the collaborator found that they could write recount texts easier than in the previous meeting. It is supported by the students' opinions about their writing performance as follows.

- R : *Gimana dik tadi nulisnya?* ('How was your writing?')
- S1 : *Lebih enjoy Miss, gambarnya bantu buat nulis.* ('I enjoyed the learning Miss, the pictures helped me in writing')
- R : *Kalo adik ini?* ('How about you?')
- S2 : *Podo Miss, hehe itu Miss kata-katanya tadi udah dibahas jadinya kan enak nulisnya.* ('I have the same opinion Miss, and the vocabularies have been discussed before so that I enjoyed my writing')
- Appendix B/Interview transcript 11/18-10-2012

b. Second Meeting

The researcher started the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. One of the students did not come to class because he had to join a football competition. After that the researcher told the class that they would have a competitive game entitled "Car Racing Game".

The "Car Racing Game" was retrieved from *uncw.edu/EdGames*. The researcher then explained how to play the game. Firstly, she divided the students into 5 groups. They were Yellow, Blue, Orange, Red and Green groups. Each group consisted of seven students. Then, she asked some questions to the students. The questions asked by the researcher were about writing recount texts such as "what should you write in the orientation?" or "what tense do you use to write a recount text?" and correcting the mistakes on some sentences written by the researcher such as "Yesterday I go to school by bus." or "Last week, I get 10 in

my English test.” When one of the groups answered the question correctly, its car would move. In this game, the car which could reach the finish line sooner would be the winner.

The students looked very enthusiastic on this activity. All of the groups participated in answering the questions. It means that most of them understood well how to write recount texts. Finally, the Red car group won the game. The group was consisted seven members; they are Devi, Sefi, Devia, Era, Dewi, Selma and Andriani. After the game was over, the researcher asked their opinion. They enjoyed the learning process as shown in the following transcript below.

- | | |
|----|--|
| R | : <i>Gimana tadi game nya?</i> (‘How was the game?’) |
| S1 | : <i>Seneng Miss</i> (‘I am happy Miss’) |
| R | : <i>Iyah, Miss juga seneng lho, kalian bisa benerin kalimatnya, nunjukin kesalahan juga</i> (‘Yes, I am happy too, you can correct the sentence and show the mistakes’) |
| S1 | : <i>Iya Miss jadi dong juga salahnya dimana.</i> (‘Yes Miss, I know my mistakes’) |

Appendix B/ Interview transcript 14/20-10-2012

In the Production stage, the researcher asked the students to revise their drafts that they made in the previous meeting. The researcher also gave them explanation to her notes that might be not be understood by the students. There were a lot of improvements on the students’ writing rather than in Cycle 1 upon their content, diction and language use aspects. They could write more sentences on their writing. However, some of them still made mistakes in using simple past tense because they did not bring dictionaries in the previous meeting.

After 20 minutes, the researcher asked the students to submit their writing. Then the researcher reviewed about the generic structure, language features and

the purpose of the recount texts and asked the students' opinion about the lesson. They felt happy and the lesson could run well.

c. Third Meeting

The researcher started the class by greeting the students, checking their attendance and asking one of the students to lead the prayer. All of them came to the class. Then the researcher asked about what they did in the last meeting. She did brainstorming to elicit the students' ideas by asking some questions related to the teaching and learning in the previous meeting.

Then, the researcher attached picture series entitled "*Phil's Zoo Fun*" (See page 172) on the board. The students observed the picture series and read the text. This model was used to review the elements of recount texts such as the generic structure, the language features and the purpose of the texts. While reading the text, they had to fill in the blank spaces with the right simple past tense and answer the questions to check their understanding on what they should write in orientation, sequence of events and reorientation. From the tasks, the students understood how to write a good recount text. The following field note presents the students' behaviour during the teaching and learning process.

The researcher focused on the task of filling in the missing parts of sentences with the correct tense. **This task was aimed to improve their skills on the use of simple past tense in writing recount texts.** After 10 minutes, they finished completing the story and answering some questions related to the organization of the text. Then the researcher and the students discussed the task together. **They did the task well. They also answered the questions enthusiastically.**

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The researcher then attached another picture series on the white board. She asked the students to study the picture series by asking “what did the pictures tell about?” or “what did they do in this picture?” Then she asked them one by one to mention some action verbs and objects that they found in the pictures. At the same time the students mentioned them, the researcher wrote the words on the white board, so that the students could use those words in writing the story. After studying the pictures, the students did outlining and drafting to write recount texts. In this meeting, the researcher found that the students’ difficulties to write recount texts were decreasing. They knew what they should write in the orientation, sequence of events and reorientation. They also could develop their ideas based on the picture series. The same thing as in the previous writing, the researcher walked around the class to monitor and to help the students if they needed help to build their texts. The following presents the students’ statements in the writing process.

- | | |
|----|--|
| R | : <i>Gimana nulisnya tadi adik-adik?</i> (‘How was your previous writing?’) |
| S1 | : <i>Udah tahu dimana mau letakkan past tense Miss, sama lebih enak nulisnya.</i> (‘I knew where I put the simple past tense and I enjoyed the writing’) |
| R | : <i>Berarti picture series bantu kalian nulis ya?</i> (‘Did the pictures help you in writing?’) |
| S1 | : <i>Hoooh Miss, udah ngerti apa yang mo ditulis.</i> (‘Yes Miss, I knew what I should write’) |

Appendix B/Interview Transcript 17/25-10-2012

After 35 minutes the students could finish their writing. The meeting could run very well. Before they submitted their works, the researcher asked them to check their writing. When the researcher concluded and reviewed the materials, the students known better than in Cycle 1.

3. Reflection

In reference to the actions in Cycle 2, the researcher and the collaborator found that the students made some improvements when they wrote their final results.

In the first and second meeting, the researcher emphasized on the steps in writing recount texts in a good organization and developing their ideas from the pictures. She did some techniques in displaying the picture series. In the first meeting, the researcher provided a funny recount text with the picture series and explained the elements of the text by using power point presentation. In this case, picture series guided them through the process of writing. The results of the students' writing in the first meeting made some improvements in aspects of organization, content, vocabulary and language use rather than in the previous cycle. The following presents the students' statements after implementing picture series in the first meeting.

- | | |
|----|---|
| R | : <i>Gimana seneng ga adik2?</i> ('Are you happy?') |
| S1 | : <i>Seneng Miss gambarnya lucu</i> ('Yes Miss, the pictures are funny') |
| R | : <i>Iya Miss juga seneng pas ditanya semua bisa jawab, trus pas menulis gimana ada masalah? Picture seriesnya jelas ga?</i> ('Yeah, I am also very happy because you can answer all the questions. Did you find any difficulties in writing? Are the picture series clear enough?') |
| S1 | : <i>Dikit Miss kalo suruh bahasa inggrisin susah. Tapi moga2 bener, hehe gambarnya jelas Miss, tau apa yang mo ditulis bisa nulis banyak tadi Miss</i> ('A little bit Miss, translating the vocabularies into English was difficult. I hope I can do it well. The pictures are clear enough. I wrote the texts easily and I could write many sentences Miss') |

Appendix B/Interview transcript 13/18-10-2012

In the second meeting, the students looked enthusiastic on joining the writing class because the researcher used a game to engage their interest. She used

“Car Racing Game” as a medium to deliver some questions related to the elements of writing recount texts especially to correct the mistakes that they found in the sentences provided by the researcher. After having the game, she asked them to revise their writing at the previous meeting. She gave some marks to show the mistakes. This activity was done to emphasize the students how to use the correct grammar and select the appropriate words in writing recount texts. The following field note presents the students’ condition in the classroom.

The “Car racing Game” made the students enjoy the teaching and learning process. All groups wanted to be the winner. They could answer all of the questions, such as “what are the generic structures of recount texts?” or “can you mention the words showing order used in writing recount texts?” **The students could correct the mistakes in some sentences given by the reseacher,** for examples “Yesterday, Rina planned to planted the seeds in the garden.” or “Last week, I get 10 in my english test.” These wrong sentences were asked to train their ability in language use because many students did some mistakes in this aspect.

Appendix A/Fn. 13/20-10-2012

The third meeting also could run well. The students could write a good text in a chronological order. They also did not produce limited development on the topic. The results of this individual work showed improvements on their writing skills in content, vocabulary and language use aspects. When they were asked to write a recount text based on the picture series, they did that easily. They argued that the picture series could guide them through the writing process. The following presents the students’ statements showing their improvement in writing recount texts.

- R : *Selama ini ketika kalian menulis recount text picture seriesnya membantu ga?* ('Did the picture series help you in writing recount texts?')
- S1 : *Iya Miss, jadi bisa tau mau nulis apa, ga mboseni lah pokokmen* ('Yes Miss, I knew what I should write, it was not boring')
- R : *Kalo adik?* ('How about you?')
- S2 : *Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang.* ('Yeah Miss, I knew what I should write, it became more easy')

Appendix B/Interview transcript 16/25-10-2012

The results of Cycle II also brought some improvements on the students' writing. In Cycle I, there was an improvement on the organization aspect. However, the improvements on content, vocabulary and language use aspects were not really satisfying. In Cycle II, there were some improvements in the four aspects of writing.








In the first cycle, the students produced limited development of the topic. They could not write more supporting sentences dealing with the pictures. They wrote a sentence representing each picture. They also made a lot of mistakes in using simple past tense, agreement and pronoun. Most students only added *-ed* in changing the verbs into simple past tense. Moreover, they could not use appropriate diction in writing their story.

In Cycle II, the students' writing was better in the organization and content aspects and they made fewer mistakes in language use and vocabulary. They could write a text which was well organized and developed. They stated their ideas clearly and orderly. Their mistakes in using language and finding the appropriate diction were decreasing. These were some examples of the students'

improvements in writing recount texts by using picture series after conducting Cycle 2.

Name : Yulia Artha Rosari
Class/Number : VIII B / 36

Make a story about the girl in the picture series. She got a bag of flower seeds and she planned to plant them in her garden. Try to write as many sentences as possible in three paragraphs.

	<u>Plant flowers</u>
	Last week, Nancy got a flower seeds from her mother.
	
	First, Nancy prepare the flower seeds, gloves and scoop. Then, Nancy digged the land with scoop. After that, Nancy put the flower seeds to the hole. Everyday, Nancy poured the water to the flower.
	
	Nancy was very happy, because she looked the flower.
	



You can do it!!!

Figure 6: The text written in Cycle 1

Name : Yulia Artha Rosari
Class/Number : VIII B / 36

Imagine that in the following pictures you and your brother planned the biggest surprise for your mother's birthday. Make a story about your experience as many sentences as possible.


	<p><u>Mom's Surprise</u></p>
	<p>Two weeks ago was my mother's birthday. My brother and I planned the biggest surprise for her. We started to prepare the biggest surprise when my mother went to work.</p>
	<p>My brother and I worked to prepare my mother's birthday. First, my brother set the vase on the table. After that, I washed plates and glass in the kitchen. After washing plates and glass, my brother and I swept the floor. We cleaned the floor from dust. Then, we went to pick up my mother. We went to pick up my mother with rushed. After that, we went to our home.</p>
	<p>After arriving in the our home, my mother looked our home. She was touched, because our home was very cleaned. My mother was very happy, because we had cleaned our room. After that, my mother hugged me and my brother, and then we said "We love you, mom!".</p>
	<p> Good Luck!!!</p>

Figure 7: The Text Written in Cycle 2

B. Summary of Cycle 1 and Cycle 2

In this part, there are some findings in qualitative and quantitative data. The qualitative data analyzes the general findings of the research while the quantitative data analyzes the students' results in their writing from the pre-test, Cycle 1, Cycle 2 and post test.

These are some findings that the researcher found in the pre-test, Cycle 1 and Cycle 2 in teaching writing recount texts.

Table 7: The Results of Students' Writing in the Research

Aspects of writing	Pre-condition	Cycle 1	Cycle 2
Organization	Most students could not put their ideas clearly and orderly. Their writings were loosely organized in the terms of generic structure of recount texts.	Most students could write their ideas in a good organization of recount texts based on the picture series.	All students could write a good recount text in a good organization based on the picture series.
Content	Most students could not develop their ideas and some of their writings could not be evaluated.	Most students could develop the topic based on the picture series orderly. However, they only could produce limited sentences.	All students could develop the topic based on the picture series with the right components of recount text. They also could produce more supporting sentences related to the picture series.
Vocabulary	Most students had difficulties in word choice so that the meaning was not	Some students could use effective word choice but the rests still made some	Most students could use effective word choice and word form

	obscure.	errors in word form mastery.	mastery.
Language Use	All students did some errors of agreement, tense, word order, articles, pronoun and sentence construction.	Many students did few errors of tense, agreement and word order.	All students could write effective constructions and only few errors in word order, tense and agreement.

Besides the improvement of their writings, the researcher and the collaborator also found other findings during the research which are explained as follows.

1. Students' motivation

After implementing the picture series, the researcher and the collaborator found that picture series could improve the students' interest in writing. The strategies in implementing picture series could attract the students' eagerness in doing the writing process.

2. The use of picture series

Picture series was successful to help the students to organize and to develop their ideas in a good order. It could be seen from the students' writings that consisted of more sentences compared to their writings before implementing the actions. Their writing was well-organized and developed. By practicing writing, the students could create a good recount text with a few mistakes in diction and language use.


1. The Result of the Research

To show the improvement of the students writing, the researcher provides the students' writing from the pre-test, Cycle 1, Cycle 2 and post-test.

Name : Wihant Nur Afie

Class/Number : VIII B / 34

Write down at least 3 paragraphs telling your past experience, for example, "My Holiday in Jakarta".



Holiday in Borobudur temple.

I with my friend go to Borobudur temple.

on arriving Borobudur temple I with my friend to enjoy scenery Borobudur temple. After that I with my friend take picture in the temple. Borobudur temple is large. Borobudur temple is beautiful.

Figure 8: The Text Written before Conducting the Actions

Name : Wilhant Nur Afie
Class/Number : VIII B / 34








Make a story about the girl in the picture series. She got a bag of flower seeds and she planned to plant them in her garden. Try to write as many sentences as possible in three paragraphs.

	<p><u>Plant the Flowers seeds</u></p>
	<p><u>Yesterday Diana Planed to Plant .. seeds</u> <u>Flower ..</u></p>
	<p><u>Diana Prepared assets example,</u> <u>Gloves , scoop , Flowers seeds , Water can ,</u></p>
	<p><u>Before Planted , Diana diged land ;</u> <u>After that Diana put seeds in the hole .</u> <u>and Diana covered with land . After that</u> <u>she to shower for with water can .</u></p>
	
	<p><u>finally Be flowers seeds grow and</u> <u>Diana very happy ,</u></p>
	<p> You can do it!!!</p>

Figure 9: The Text Written in Cycle 1

Name : Wilham Nur Afie
Class/Number : VIII B / 34

Imagine that in the following pictures you and your brother planned the biggest surprise for your mother's birthday. Make a story about your experience as many sentences as possible.

	<p><u>MOM'S SURPRISE</u></p>
	<p>Yesterday, I and my brother planned the biggest surprise for her mother's birthday. First I and my brother worked my mother took vase from the table to arrange the flowers.</p>
	<p>After that I and my brother washed a plate and decorated a plate with the flowers. I and my brother swept together.</p>
	<p>We swept so that visible clean. I swept the floor my brother cleaned the book shelf. I, my father, and my brother picked up my mother from working.</p>
	<p>After we arrived, my mother rushed to find me, my father, and my brother.</p>
	<p>After we arrived in the home we persuaded my mother to come in at home. After we arrived in the room my mother opened her eyes and she was touched with our surprise then she hugged me and my brother.</p>
	<p>We love you, mom.</p>



Good Luck!!!

Figure 10: The Text Written in Cycle 2

Name : Wilhant Nur Afie

Student Number : 34

Write down a recount text consisting at least 3 paragraphs telling your personal experiences.

My Holiday in Depok beach

Last week, I and my parents went to Depok beach.

I and my parents went to Depok beach by motor cycle. We
 leaved from my house at 10:00 am. Before leaving, I and
 my parents prepared materials examples: helm, motor cycle, etc.

I and my parents went to Depok beach on one hours.

Before leaving, I and my parents had not breakfast yet.

After a long time, I and my parents finally arrived at the
 Depok beach. After that, I and my parents went to the beach.

I and my parents looked the beauty Depok beach. Since I and
 my parents had not breakfast yet, I and my parents ate
 together. Before eating, we went to restaurant in Depok beach.

I and my parents ate the seafood examples: fried shrimp,
 fried seallips, fried calamari squid. After that, I and my parents
 played water and took some photos when we played together.

I and my parents played beach sand we tired and we paused.
 at 12:00 pm I and my parents went to restaurant to buy
 seafood to go home. Played in the Depok beach is happy.

I was very happy.

Figure 11: The Text Written after Conducting the Actions

The samples above showed one of the students' improvements in writing recount texts which could represent all students' writings. In the preliminary study, she could not develop her ideas in good paragraphs. She did not give any personal comments in the reorientation. Besides that, she also did some mistakes in language use such as the punctuation, tense and word order. She still used simple present tense in telling her experiences.

After the researcher conducted Cycle 1, the student made some improvements in all aspects of writing but they were not really satisfying. She could organize her story well. However, she only wrote limited development of the topic without adding some supporting sentences. In the language aspect, she used simple past tense in writing her story although she still made a mistake such as the word *digged* should be *dug*. In the last sentence, she also missed the verb (*Diana very happy* should be *Diana was very happy*). In the vocabulary aspect, she still had difficulties to select the appropriate vocabularies for her writing. The word *assets* should be changed into *materials*.

In Cycle 2, the student did a lot of improvements in all aspects of writing. She could develop the ideas into a good chronological order and state the generic structure of the text clearly and correctly. She also did fewer mistakes in vocabulary and language use.

After implementing the actions, the student's writing showed some improvements in organization and content aspects. She was capable to develop the ideas coherently. She also could write more sentences in her writing. She rarely did some mistakes in language use and diction.

2. Students' score

In this part, the researcher presents the students writing score in the pre-test, Cycle 1, Cycle 2 and post-test. The researcher analyzes the students' mean score in all aspects of writing namely organization, content, vocabulary and language use.

The tables below show the mean score of each aspects of writing.

Table 8: Students' Mean Score in the Organization Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	2.15	2.51	3.1	3.54

The students' mean score in the organization increased after the actions during the implementation of picture series. The students' gain score is obtained by comparing the students' mean score of pre-test and post-test which is 1.39.

Table 9: Students' Mean Score in the Content Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	1.64	1.87	2.86	2.93

Table 9 presents the students' mean score in the content. After implementing the actions in the research, the students' mean score in language aspect increased. The students' gain score compared from pre-test and post-test in the content is 1.29.

Table 10: Students' Mean Score in the Vocabulary Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	1.70	1.93	2.46	2.86

According to the table, the students' mean score in the vocabulary increased during the research. In pre-test, the students' mean score is 1.70. In Cycle 1 the students' mean score increased becomes 1.93. The students' mean score after Cycle 2 is 2.46. In post-test the students' mean score is 2.86. The gain score of this aspect is 1.16.

Table 11: Students' Mean Score in the Language Use Aspect

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	2.04	2.29	2.83	3.1

Table 11 presents the mean score in the language use which is attained by students. It can be seen that students' mean score in this aspect increased in every cycle. In pre-test, the students' mean score is 2.04. After conducting the Cycle 1, the students' mean score increased becomes 2.29. The students' mean score in the cycle 2 is 2.83. Then in post-test the students' mean score is 3.1. The gain score is obtained by comparing the students' mean score of pre-test and post-test which is 1.06.

To know students' improvement after the actions during the research, the researcher summarized the general findings of students' score from pre-test, Cycle 1, Cycle 2 and post-test.

Table 12: General Finding of Students' Score from Pre-test, Cycle 1, Cycle 2 and Post-test

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean score	1.88	2.15	2.81	3.11

Table 12 presents the information about the students' mean score in four aspects of writing which was obtained from pre-test, Cycle 1, Cycle 2 and post-test. The students' mean score in pre-test is 1.88. The students' mean score in Cycle 1 is 2.15. It increased in the Cycle 2 which is 2.81 and in the post-test the students' mean score reached into 3.11. It can be concluded that picture series can improve the students' skills of writing recount texts by using picture series.

C. DISCUSSION

In this section, the researcher provides the analysis of the results gained in Cycle 1 and Cycle 2 of the research. The results were used to know whether the use of picture series can improve students' skills in writing recount texts or not. The observation was done to determine the problems during the process of teaching and learning of writing recount texts. One of the result was that the students had problems in constructing paragraphs of recount text which met unity and coherence. They also could not develop their ideas in a good order. Besides that, they made some mistakes in language use and diction. They also lacked motivation during the teaching and learning process. To overcome those problems, the researcher and the collaborator applied two cycles.

The first cycle showed that the students made an improvement in organizing the recount texts. They could put their ideas to construct a recount text with a good chronological order. They also did the steps of writing including planning, drafting, editing and final draft well. However they could not develop the topic to some supporting sentences. So the students' improvements in content, vocabulary and language use were not really satisfying. Most of the students only add *-ed* in changing the simple past verbs. They also found difficulties to select the appropriate diction in writing their story. They only looked at their dictionaries without considering the meaning of the words.

In the second cycle, the students showed improvement in 4 aspects of writing. They could develop their story into a good chronological order. Picture series facilitated them to organize their ideas. It also helped the students to inspire more ideas to write. In language aspect, the students made few mistakes in using verbs in past form. In Cycle 2, the researcher wrote down some samples of the students' mistakes on the board. Then she discussed the mistakes with the students together and also corrected them. She also gave feedback on the students' writing. It could help the students to understand their mistakes. The researcher also asked the students to mention some objects that might be used in writing their story. This activity helped them to select the appropriate diction.

Besides that, the improvement was not only in their writing skills but also in the students' behaviour in the class. The students seemed more enthusiastic and motivated to write. They participated well in writing process. They felt more confident to write recount texts as they had experienced how to organize and

develop their ideas through the implementation of picture series. The use of picture series could attract their attention so that they could enjoy the learning.

In reference to the explanation above, the utilization of picture series could improve students' writing skills on recount texts. Added to this, the activities during the teaching and learning process could improve the classroom interaction, students' motivation and students' attention.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents conclusions, implications and suggestions for teacher and further research to this action research.

A. Conclusions

In reference to the findings of the study, the use of picture series was believed to be effective in improving students' skills of writing recount texts. Picture series facilitated the students to generate ideas in chronological order. During the implementation of picture series, the researcher used some teaching strategies such as discussing the mistakes on students' writing, exploring ideas on the picture series and applying vocabulary and language use exercises. Those teaching strategies led the students to have positive responses toward the teaching and learning process. They did not show any reluctance to be involved in the learning process. The students also liked to have picture series in their writing class because it contains several interesting pictures. It increased their motivation to write during the writing process. The use of picture series improved the students' performance in writing and the students' attitude toward the teaching and learning process.

B. Implication

According to the research findings, the implementation of picture series helped the students in writing process such as planning, drafting, editing and final draft. The use of picture series also could improve the students' skills in

organization and content aspects. By the series, the students could construct paragraphs into unity and coherence. They also could easily generate ideas into a chronological order. Moreover, the students had better attitude toward the teaching learning process. The teaching strategies of using picture series increased the students' motivation in the teaching and learning process of writing. The collaborator also wants to have this medium in teaching writing for students. It implies that the teachers need to implement picture series in their teaching and learning process of writing.

C. Suggestions

After implementing the picture series, the researcher has some suggestions for the English teachers and for further researchers to be considered.

1. For English teachers

It is suggested for the English teachers to use picture series in teaching writing recount since it can solve the students' problems in writing itself. Besides that, the teaching strategies of using picture series can be proven to improve the students' motivation toward the teaching and learning process of writing.

2. For further researchers

The use of picture series can improve the students' skills of writing recount texts. Further researchers are recommended to use picture series on different grades of education such as senior high school level to see the effectiveness of using this medium in composing recount texts. Further researchers also may conduct research on other genre of texts to improve their writing skills in different kind of both factual and literary text.

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FIELD NOTES

No. : FN.01
Hari,Tanggal : Sabtu, 11 Agustus 2012
Jam : 09.00-09.15
Tempat : SMP N 1 Seyegan (Ruang Kepala sekolah)
Kegiatan : Meminta ijin penelitian
Responden : P : Peneliti
 KS : Kepala Sekolah

1.	P datang ke sekolah pada pukul 09.00 kemudian menuju ke ruang kepala sekolah. P kemudian bertemu dengan KS dan KS menyambut P dengan sangat baik. P kemudian menyampaikan maksud kedatangannya untuk meminta ijin penelitian.
2.	KS menanyakan judul penelitian P. Kemudian P menjelaskan bahwa P akan melakukan penelitian dengan judul " <i>Improving Students' Skills of Writing Recount Texts by Using Picture Series for Eighth Grade Students</i> " KS kemudian menanyakan prosedur penelitian.
3.	P menjelaskan bahwa P akan mengajarkan menulis <i>Recount</i> dengan menggunakan gambar berseri untuk meningkatkan kemampuan menulis siswa.
4.	KS kemudian memberikan ijin kepada P dengan syarat P harus lulus pada bulan Februari untuk memberikan semangat kepada P.
5.	KS kemudian mempersilahkan P untuk menemui GBI (Bu Suciati) untuk membicarakan tentang penelitian yang akan dilakukan P. P pamit dan menuju ruang guru.

No. : FN.02
Hari,Tanggal : Sabtu, 11 Agustus 2012
Jam : 09.15-09.40
Tempat : Ruang guru
Kegiatan : Meminta ijin penelitian
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris

1.	P menuju ruang guru dan bertemu dengan GBI. GBI terlihat sedang bersantai dan ketika melihat P, GBI langsung menyambut P dengan baik.
2.	P kemudian mengungkapkan maksud kedatangannya untuk melakukan penelitian tentang " <i>Improving Students' Skills of Writing Recount Texts by Using Picture Series for Eighth Grade Students</i> "
3.	GBI langsung menyetujui dan menanyakan waktu penelitian akan dilaksanakan. P merencanakan bahwa penelitian akan dilakukan pada bulan September.
4.	GBI meminta maaf kepada P karena saat itu GBI menjadi guru pembimbing KKN PPL dan P tidak bisa melakukan penelitian jika masih

	ada mahasiswa KKN PPL.
5.	P kemudian menanyakan waktu penelitian yang bisa disanggupi oleh GBI.
6.	GBI kemudian meminta penelitian diadakan bulan Oktober karena GBI ingin menyelesaikan materi-materi yang belum diajarkan oleh mahasiswa KKN PPL.
7.	P dan GBI sepakat bahwa penelitian akan dilakukan pada bulan Oktober.
8.	P menanyakan kapan P dapat melakukan observasi.
9.	GBI memberikan saran observasi dapat dilakukan pada akhir September yaitu pada tanggal 29.
10.	P dan GBI sepakat bahwa observasi akan dilakukan pada tanggal 29-09-2012.
11.	P kemudian pamit.

No. : FN.03
Hari,Tanggal : Sabtu, 15 September 2012
Jam : 14.30-15.05
Tempat : Ruang Guru
Kegiatan : Interview
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P sampai di sekolah pukul 14.30. Karena pembangunan gedung baru, siswa kelas VII dan IX sekolah pagi pukul 07.00-12.00 dan siswa kelas VII pukul 12.45-16.30. P menuju ruang kepala sekolah tetapi hanya bertemu dengan wakil kepala sekolah dan meminta izin untuk bertemu GBI yang sedang mengajar.
2.	P menunggu GBI selama setengah jam dan mengobrol dengan salah satu guru IPS. Setelah bel berbunyi, P bertemu dengan GBI dan menyampaikan maksud kedatangannya untuk melakukan interview.
3.	GBI menyambut P dengan baik dan mempersilahkan P untuk melakukan interview.
4.	P melakukan interview seputar kegiatan menulis bahasa Inggris untuk siswa SMP khususnya kelas VIII.
5.	GBI kemudian menceritakan kesulitan siswa ketika menulis dan kondisi kelas ketika pelajaran menulis
6.	GBI kemudian menanyakan kembali tentang penelitian yang akan dilakukan.
7.	P menjelaskan bahwa akan mengadakan <i>action research</i> untuk meningkatkan kemampuan siswa dalam menulis teks recount dengan menggunakan <i>picture series</i> .
8.	GBI menyambut baik penelitian tersebut karena menurut GBI siswa akan lebih mudah dalam menulis dan menyalurkan ide dengan urut karena dibantu dengan gambar.
9.	GBI menanyakan kembali jadwal penelitian yang akan dilakukan P.
10.	P kemudian menjelaskan bahwa P akan melakukan penelitian pada awal

	bulan Oktober dan akan melakukan observasi tanggal 29 September 2012.
11.	P dan GBI kemudian menyepakati observasi akan dilakukan tanggal 29 September 2012.
12.	GBI kemudian pamit untuk mengajar.
13.	P kemudian pamit.

No. : FN. 04
Hari, tanggal : Sabtu, 29 September 2012
Jam : 15.00-16.30
Tempat : Ruang kelas VIIIB
Kegiatan : Observasi
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P sampai di sekolah pukul 15.00 kemudian menuju ke ruang guru untuk bertemu GBI.
2.	P kemudian mengobrol dengan GBI sebelum pelajaran dimulai untuk melakukan observasi.
3.	Pukul 15.30 bel berbunyi, P dan GBI langsung menuju ke ruang kelas.
4.	GBI kemudian mempersilahkan P untuk duduk di bangku paling belakang yang masih kosong.
5.	GBI kemudian menanyakan kondisi siswa dan meminta salah satu siswa untuk memimpin doa.
6.	GBI kemudian mengecek pekerjaan siswa yang diambil dari LKS.
7.	GBI meminta siswa untuk maju ke kelas dan menulis jawaban mereka tetapi tidak ada siswa yang berani maju.
8.	P kemudian menunjuk beberapa siswa untuk maju ke kelas dan menulis jawaban mereka.
9.	Ketika beberapa siswa maju terlihat siswa yang lain ribut dengan temannya.
10.	Setelah selesai menulis jawaban, GBI mengecek jawaban siswa.
11.	Banyak jawaban siswa yang salah walaupun hanya menjawab pertanyaan berdasarkan teks <i>recount</i> .
12.	GBI kemudian membenarkan jawaban siswa sambil menjelaskan kesalahannya.
13.	GBI kemudian menjelaskan kembali <i>recount texts</i> dengan menunjuk kalimat-kalimat yang telah ditulis siswa di papan tulis.
14.	GBI menunjuk pada salah satu kata di papan tulis yang ditulis siswa " <i>The writer went to Italy</i> " Mana kata kerjanya? Semua siswa tidak menjawab apapun dan terlihat bingung.
15.	Kemudian GBI menjelaskan bahwa " <i>went</i> " adalah <i>irregular verb</i> dari kata " <i>go</i> " dan menunjuk kata " <i>visited</i> " kemudian menjelaskan bahwa " <i>visited</i> " adalah <i>regular verb</i> dari kata " <i>visit</i> ". Banyak siswa yang tidak memperhatikan sedangkan siswa yang berada di bangku depan terlihat

	sibuk menulis.
16.	GBI kemudian menjelaskan “ <i>If you want to tell the activities which happened in the past you have to use simple past tense</i> , cirinya stem +ed atau stem + V2, contohnya “visit” jadi “visited” lalu “go” jadi “went”, trus kalo mau menulis harus memperhatikan yang pertama subjek ya anak-anak trus verb atau kata kerja”.
17.	Siswa terlihat bingung karena GBI hanya memberikan 2 contoh penggunaan <i>simple past tense</i> .
18.	Guru kemudian membagi siswa menjadi 9 group untuk mengurutkan kata menjadi kalimat dan mengurutkan kalimat-kalimat tersebut menjadi paragraf.
19.	Siswa terlihat tidak termotivasi dalam mengurutkan kalimat-kalimat tersebut. Di dalam satu kelompok terlihat hanya ada 1 atau 2 siswa yang mengurutkan.
20.	Banyak siswa yang bertanya kepada P tentang bagaimana cara mengurutkan kalimat tersebut.
21.	Setelah 20 menit, GBI meminta siswa untuk maju ke depan dan menulis kata-kata yang telah mereka urutkan menjadi kalimat.
22.	Ketika yang lain maju ke kelas terlihat banyak siswa yang gaduh. GBI kemudian menegur siswa yang terlihat tidak memperhatikan.
23.	Siswa diam sebentar kemudian terlihat ribut kembali.
24.	GBI kemudian mengecek pekerjaan siswa. Banyak siswa melakukan kesalahan terutama dalam meletakkan kata kerja.
25.	GBI kemudian menjelaskan kesalahan siswa. Tetapi banyak siswa yang tidak mendengarkan penjelasan GBI.
26.	5 menit sebelum bel, GBI menjelaskan kembali tentang <i>recount texts</i> .
27.	GBI menjelaskan bahwa ketika menulis <i>recount texts</i> yang harus diperhatikan adalah penggunaan <i>simple past tense</i> . GBI juga hanya menyebutkan <i>generic structure of recount texts</i> tanpa menjelaskan lebih lanjut.
28.	GBI kemudian mengajak P untuk mengakhiri pelajaran.
29.	P melakukan <i>interview</i> kepada GBI dan siswa setelah observasi.

No : FN. 05

Hari, tanggal : Senin, 1 Oktober 2012

Jam : 09.15-09.30

Tempat : Ruang kepala sekolah

Kegiatan : menyerahkan surat ijin penelitian

Responden : P : Peneliti

KS : Kepala Sekolah

1.	P sampai di sekolah pukul 09.15 langsung menuju ruang kepala sekolah.
2.	P langsung bertemu KS dan menyampaikan maksud kedatangannya.
3.	KS menerima surat penelitian dan memberitahu P bahwa GBI tidak ada karena suami GBI masuk rumah sakit.

	KS memberikan saran untuk mengambil jam GBI pada saat kosong untuk mempercepat penelitian.
4.	P sangat menghargai saran KS, tetapi P menjelaskan bahwa penelitian difokuskan untuk kelas VIII yaitu hanya pada kelas sore.
5.	KS mengerti dan berharap agar P cepat lulus dan melakukan penelitian secepatnya dengan baik.
6.	P berterimakasih atas nasihat dan perhatian KS .
	P pamit untuk mempersiapkan materi selanjutnya.

No. : FN. 06
Hari, tanggal : Kamis, 4 Oktober 2012
Jam : 13.15-14.00
Tempat : Ruang kelas VIIIB
Kegiatan : Pre-test
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P sampai di sekolah pukul 13.15 dan langsung bertemu dengan GBI.
2.	P bersalaman dengan semua guru yang ada di ruang guru dan meminta izin untuk menemui dengan GBI.
3.	P menyerahkan RPP untuk <i>Cycle I</i> kepada GBI untuk diteliti.
4.	GBI membaca RPP yang diajukan P dan berpendapat bahwa RPP yang dibuat P sesuai dengan harapan GBI.
5.	GBI memberikan saran untuk menambahkan pendidikan karakter pada RPP yang dibuat P.
6.	P berjanji untuk merevisi RPP yang dibuat.
	P pamit untuk menuju ke kelas VIIIB untuk melakukan <i>pre-test</i> .

No. : FN. 07
Hari, tanggal : Kamis, 4 Oktober 2012
Jam : 13.30-14.45
Tempat : Ruang kelas VIIIB
Kegiatan : Pre-test
Responden : P : Peneliti
S : Siswa

1.	P menuju kelas dan langsung disambut baik dengan siswa.
2.	P menanyakan kabar siswa dan menyuruh salah satu siswa untuk memimpin doa.
3.	Salah satu siswa bernama Lopes memimpin doa.
4.	P memperkenalkan diri kepada siswa dan mengungkapkan tujuan kedatangan P di kelas.
5.	Siswa siswa menyambut baik tetapi ribut karena tidak ada GBI.
6.	P menyuruh salah satu siswa untuk membagikan lembar pre-test.

7.	Salah satu siswa membagikan lembar pre-test.
8.	P memberikan instruksi tentang apa yang harus dilakukan oleh siswa.
9.	Siswa terlihat kesulitan dalam memulai untuk menulis. Mereka terlihat bingung dan tidak dapat menyalurkan idenya dengan baik.
	Siswa mengerjakan pre-test dan selalu meminta P untuk membantu mengartikan kata dalam bahasa inggris seperti "Miss bahasa inggrisnya memancing apa? Atau "Miss bahasa inggrise pemandangan opo?"
10.	Bel istirahat berbunyi, P menyuruh siswa untuk beristirahat terlebih dahulu.
11.	P melakukan interview dengan siswa selama istirahat untuk menanyakan kesulitan mereka dalam menulis.
12.	Bel masuk berbunyi, P menyuruh siswa masuk dan kembali mengerjakan test.
13.	Jam 14.30 siswa sudah menyelesaikan 3 paragraf dengan baik. Kemudian P mengumpulkan lembar test dan menyerahkan PR mereka satu persatu.
14.	Jam 14.45 P pamit dan menuju ke ruang guru.
15.	P menemui GBI yang sedang bersiap-siap untuk mengajar untuk pamit.

No : FN. 08
Hari, tanggal : Kamis, 4 Oktober 2012
Jam : 14.45-15.00
Tempat : Ruang guru
Kegiatan : Interview
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P menuju ruang guru untuk bertemu GBI.
2.	GBI menanyakan pre-test yang dilakukan P.
3.	P mengungkapkan bahwa pre-test berjalan dengan baik.
4.	GBI menanyakan kapan penelitian akan dimulai.
5.	P berkata bahwa tanggal 5 Oktober 2012 akan dimulai siklus pertama.
6.	GBI mendoakan semoga penelitian berjalan lancar dan siswa benar-benar mengalami peningkatan dalam menulis.
7.	P berterimakasih kepada P dan pamit pulang.

No : FN. 09
Hari, tanggal : Jumat, 5 Oktober 2012
Jam : 13.30-14.30
Tempat : Ruang kelas VIIIB
Kegiatan : Cycle 1, pertemuan pertama
Responden : P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

1.	P datang ke sekolah pukul 12.45 kemudian P ke ruang guru untuk menemui GBI
2.	GBI menanyakan kondisi P apakah sudah siap menghadapi siswa. P mengatakan bahwa P siap.
3.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
4.	P masuk ke kelas pada pukul 13.15. Terlihat siswa laki-laki belum ada yang masuk ke kelas.
5.	GBI memanggil siswa laki-laki di luar dan memarahi mereka. “Besok-besok kalo telat lagi tak suruh push up, wong udah bel kok bisa-bisanya nongkrong, dah tuh cepet masuk, duduk, kasihan Missnya”. Kemudian P berterimakasih kepada GBI dan GBI mempersilahkan P untuk mengajar.
6.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
7.	Semua siswa hadir dan salah satu siswa bernama Ayu memimpin doa.
8.	P kemudian melakukan <i>lead in</i> dengan menanyakan “ <i>What time did you get up this morning?</i> ”
9.	Salah satu siswa bernama Risma menjawab sedangkan yang lain terlihat masih diam.
10.	P kemudian menulis “ <i>I get up at 07.00 this morning</i> ”. Lalu P kembali bertanya “ <i>Did you help your mother?</i> ” siswa menjawab “ <i>No Miss</i> ” sementara ada beberapa siswa yang menjawab “ <i>Yes, Miss</i> ”, “ <i>Ok so you helped your mother this morning?</i> ” Lalu beberapa siswa menjawab “ <i>Yes Miss, I help my mother sweep sweep</i> ”
	P dan siswa tertawa dan menulis <i>I help my mother sweep the floor this morning</i> di papan tulis.
	Kemudian P membandingkan 2 kalimat tersebut. “ <i>Ok, can you mention the verb in the first sentence?</i> ” Siswa menjawab “ <i>Get up</i> ”. “ <i>Oke in the second sentence?, ”Help Miss</i> ” Lalu P bertanya “Udah bangun belum dik kalau tadi pagi? Siswa serentak menjawab “ <i>Udah Miss</i> ” <i>So you have to change the verb into...?</i> ” Sebagian siswa menjawab <i>simple past tense</i> dengan ragu-ragu”
	Kemudian salah satu siswa bernama Devi menjawab “ <i>get up</i> ” jadi “ <i>Got up</i> ” Miss”
	Siswa yang lain kemudian menyahut “ <i>help</i> ” tambah <i>-ed</i> Miss.
11.	P kemudian memuji siswa dan memberikan penjelasan tentang penggunaan <i>simple past tense</i> untuk menceritakan masa lampau yang digunakan dalam menulis teks <i>recount</i> .
12.	P mengungkapkan tujuan pelajaran hari itu yakni menulis teks <i>recount</i> .
13.	Kemudian P menempelkan 3 lembar kertas manila yang berisi model teks <i>recount</i> dengan <i>picture series</i> .
14.	Siswa terlihat sangat memperhatikan dan tertarik dengan gambar yang

	disajikan P.
15.	P kemudian menjelaskan tentang teks tersebut secara keseluruhan.
	P menjelaskan tentang <i>generic structures</i> dari teks tersebut dan apa yang harus ditulis dalam setiap paragrafnya.
	P kemudian menjelaskan tentang <i>language features</i> dari teks tersebut seperti; penggunaan <i>simple past tense</i> , <i>words showing order</i> , <i>adverbs of time</i> dan <i>sentence connector</i> .
	P menjelaskan tentang <i>social function</i> dari teks <i>recount</i> dan contoh-contoh penggunaan <i>recount</i> dalam kehidupan sehari-hari.
16.	Siswa terlihat sangat memperhatikan P dan tidak ada siswa yang berbicara dengan teman-temannya.
17.	P kemudian meminta siswa untuk menunjukkan elemen-elemen yang ada dalam teks <i>recount</i> terutama <i>simple past verbs</i> .
18.	Siswa bisa menunjukkan kata kerja <i>simple past tense</i> yang ada dalam teks tersebut walaupun masih ada salah satu siswa yang salah.
19.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
20.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
21.	P kemudian membagi kelas menjadi 9 group dan memberikan latihan tentang <i>regular past tense</i> dengan membuat kalimat berdasarkan dengan gambar.
22.	Siswa terlihat semangat dalam mengerjakan soal karena terdapat gambar-gambar yang memudahkan mereka dalam membuat kalimat.
23.	Sebagian besar siswa dapat menulis kalimat dengan kata kerja yang tepat dalam bentuk <i>simple past verbs</i> dengan bantuan kamus.
	Siswa yang tidak membawa kamus masih kesulitan dalam mengubah kata kerja menjadi <i>simple past</i> .
	P memberikan latihan untuk tentang <i>irregular past tense</i> dengan mengisi kata kerja yang tepat dalam sebuah teks <i>recount</i> dengan kata-kata yang sudah disediakan dalam kotak.
24.	P kemudian bertanya apakah mereka mendapat kesulitan dan apakah mereka sudah paham tentang <i>perbedaan regular dan irregular past verbs</i> .
25.	Siswa sudah lebih mengerti tentang penggunaan <i>simple past tense</i> melalui latihan-latihan tersebut.
26.	P memberikan <i>picture series</i> berjudul “ <i>Jem was not Happy</i> ” untuk melatih siswa menulis secara berpasangan.
27.	P menjelaskan bahwa siswa harus melakukan outlining sebelum menulis.
	Siswa menyebutkan semua objek dan kata kerja yang ditemukan di dalam <i>picture series</i> .
	P menanyakan beberapa pertanyaan seperti <i>who was in the picture</i> , <i>when it happened</i> , <i>what the event was</i> , <i>how the problem was solved</i> and <i>how the ending of the story</i> untuk membantu siswa dalam menemukan ide cerita.
	Siswa terlihat semangat dalam menjawab pertanyaan-pertanyaan P. Mereka dapat menceritakan alur cerita dalam <i>picture series</i> .
28.	Siswa kemudian menulis <i>draft</i> berdasarkan outline yang mereka buat.
29.	Siswa terlihat kesulitan dalam menerjemahkan kata ke dalam bahasa

	inggris.
30.	P dan collaborator membantu siswa dalam proses menulis.
31.	5 menit sebelum bel, P meminta siswa untuk mengumpulkan hasil menulis mereka.
32.	P memberikan <i>review</i> tentang <i>recount texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
33.	Siswa masih mendapat kesulitan dalam menulis khususnya dalam masalah vocabulary dan membuat kalimat.
34.	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
35.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.

No. : FN. 10
Hari, tanggal : Jumat, 5 Oktober 2012
Jam : 14.30-14.38
Tempat : Ruang guru
Kegiatan : interview
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P dan GBI menuju ruang guru untuk melakukan <i>interview</i> .
2.	P menanyakan tentang pertemuan awal siklus pertama.
3.	GBI mengungkapkan bahwa siswa sudah mengerti tentang <i>recount texts</i> .
	GBI juga memuji media yang dibuat P untuk menjelaskan tentang <i>recount texts</i> .
4.	P dan GBI mendiskusikan untuk pertemuan selanjutnya.
5.	GBI memberikan <i>observation sheet</i> yang telah diisi.
6.	P pamit untuk melakukan <i>interview</i> kepada siswa pada saat istirahat.

No. : FN. 11
Hari, tanggal : Sabtu, 6 Oktober 2012
Jam : 15.00-16.30
Tempat : Ruang kelas VIIIB
Kegiatan : Cycle 1, pertemuan kedua
Responden : P : Peneliti
GBI : Guru Bahasa Inggris
S : Siswa

1.	P datang ke sekolah pada pukul 15.00 dan menuju ke ruang guru untuk menemui GBI.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3.	P dan GBI masuk ke kelas pada pukul 15.30

4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	Salah satu siswa bernama Risma tidak hadir karena acara keluarga.
7.	P kemudian melakukan menanyakan apakah mereka masih ingat pelajaran sebelumnya.
8.	Siswa terlihat sudah memahami tentang <i>recount texts</i> dan bisa menjawab pertanyaan-pertanyaan yang diajukan P tentang elemen-elemen dalam menulis <i>recount texts</i> dan pengertian <i>recount texts</i> .
9.	P kemudian memberikan model teks <i>recount</i> yang lain.
11.	P meminta siswa untuk mengurutkan gambar sesuai teks <i>recount</i> di dalam group
	P menjanjikan hadiah berupa poin untuk grup yang paling cepat menyelesaikan urutan gambar dengan benar.
	Siswa terlihat sangat antusias dalam mengurutkan gambar. Terlihat semua siswa berpartisipasi dalam tugas tersebut.
12.	Salah satu group maju ke depan dan P meneliti urutan gambar sesuai dengan teks.
	P mendiskusikan urutan gambar yang benar bersama siswa.
13.	Group yang terdiri dari Ayu, Hanifah, Siti and Nurul menjadi pemenang dan P memberikan hadiah yang dijanjikan yaitu berupa <i>points</i> .
14.	P dan siswa lain memberikan selamat kepada grup pemenang.
15.	Siswa terlihat sangat senang dalam mengikuti pelajaran.
16.	P kemudian menanyakan tentang <i>generic structures of the text</i> dan <i>language features of the text</i> .
	Siswa terlihat bisa menunjukkan elemen-elemen dalam teks tersebut termasuk menyebutkan kata kerja yang menggunakan <i>simple past tense</i> .
	P kemudian menunjukkan kembali tentang <i>language features of the texts</i> ; penggunaan <i>simple past tense</i> , <i>words showing order</i> , <i>adverbs of time</i> , <i>sentence connector</i> dalam teks tersebut
17.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak.
18.	Siswa tidak menemukan kesulitan dalam memahami penjelasan P.
19.	P kemudian memberikan hasil menulis siswa sebelumnya dan meminta siswa untuk menulis <i>final draft</i> .
20.	P memberikan catatan tentang kesalahan siswa dalam menulis.
21.	Setelah 15 menit siswa memberikan <i>final draft</i> pada P.
22.	P kemudian menanyakan kesulitan siswa dalam menulis.
23.	Kesulitan siswa terletak pada <i>vocabulary</i> .
24.	P kemudian menunjukkan <i>picture series</i> kepada siswa dan menempelkannya ke papan tulis.
	Siswa terlihat tertarik dengan <i>picture series</i> yang ditunjukkan P.
	P menanyakan apakah siswa pernah menanam tanaman sebelumnya.
	Semua siswa pernah menanam tanaman baik di sekolah maupun di rumah.
25.	Siswa kemudian menyebutkan objek dan kata kerja yang mereka temukan dalam <i>picture series</i> .

	P menanyakan beberapa pertanyaan seperti <i>who was in the picture, when it happened, what the event was, and how the ending of the story</i> untuk membantu siswa dalam menulis cerita.
26.	Siswa kemudian melakukan <i>outlining</i> dan <i>drafting</i> berdasarkan <i>picture series</i> secara individu.
	Sebagian siswa yang tidak membawa kamus masih kesulitan dalam mengubah kata kerja menjadi <i>simple past</i> .
27.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
28.	P memberikan <i>review</i> tentang <i>recount texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
29.	Siswa merasa bahwa mereka lebih yakin dalam menulis daripada pertemuan kemarin dan tidak kesulitan dalam mengurutkan cerita.
30.	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
31.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.

No. : FN. 12
Hari, tanggal : Kamis, 18 Oktober 2012
Jam : 13.00-14.45
Tempat : Laboratorium Komputer
Kegiatan : Cycle 2, pertemuan pertama
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P datang ke sekolah pada pukul 13.00 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	GBI bertanya hasil menulis siswa pada <i>Cycle 1</i> .
	P menjelaskan bahwa siswa mengalami peningkatan dalam menulis khususnya dalam mengurutkan ide cerita. Tetapi masih banyak kesalahan pada pemilihan kata dan <i>grammar</i> . Siswa juga hanya bisa menulis satu kalimat dalam mengembangkan ide cerita berdasarkan gambar. Sehingga pada <i>Cycle 2</i> akan lebih menekankan pada pengembangan ide, <i>vocabulary</i> dan <i>language use</i> .
	P meminta GBI untuk menilai pekerjaan siswa pada <i>Cycle 1</i> untuk menghindari subjektivitas dalam mengukur peningkatan siswa.
	GBI menyetujui dan P menyerahkan hasil menulis siswa pada <i>Cycle 1</i> .
3.	P dan GBI kemudian masuk ke kelas pada pukul 13.30.
	P dan GBI menyuruh siswa untuk menuju Laboratorium Komputer karena P akan menggunakan LCD sebagai media dalam mengajar.
4.	Siswa terlihat sangat siap mengikuti pelajaran.

5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	Semua siswa hadir di kelas.
7.	P kemudian melakukan menanyakan apakah mereka masih ingat pelajaran sebelumnya.
	Siswa menjawab " <i>Recount text Miss</i> "
	P menanyakan <i>language features</i> , <i>generic structures</i> dan <i>social purpose</i> dalam teks <i>recount</i> .
	Siswa sapat menjawab semua pertanyaan P walaupun membuka catatan.
8.	P kemudian melakukan <i>review</i> tentang hasil menulis siswa sebelumnya.
	P menunjukkan kesalahan-kesalahan yang mereka buat pada <i>Cycle 1</i> terutama pada penggunaan <i>simple past tense</i> , pemilihan <i>vocabulary</i> dan <i>punctuation</i> dengan menunjukkan pada <i>slides</i> .
10.	Siswa lebih memahami tentang kesalahan-kesalahan yang mereka buat.
11.	P kemudian memberikan model teks <i>recount</i> yang lain dengan menggunakan <i>power point</i> .
12.	Siswa terlihat sangat antusias karena mereka belum pernah menggunakan media tersebut sebelumnya.
	Siswa terlihat sangat senang dengan teks <i>recount</i> dan <i>picture series</i> yang disajikan P.
	Siswa terlihat sangat memperhatikan penjelasan P dan tidak berbicara dengan teman-temannya.
13.	P kemudian menanyakan apakah siswa mengalami kesulitan dalam memahami penjelasan P.
14.	Siswa tidak menemukan kesulitan dalam memahami teks <i>recount</i> . Salah satu siswa bernama Indra berkata "Owalah Miss, wis dong kabeh aku saiki"
15.	P kemudian menempelkan <i>picture series</i> teks di papan tulis.
	P kemudian meminta siswa untuk menulis sebuah teks <i>recount</i> berdasarkan <i>picture series</i> yang diberikan secara berpasangan.
	P menanyakan kejelasan <i>picture series</i> dan meminta siswa untuk mempelajari <i>picture series</i> yang diberikan.
	P meminta siswa untuk menyebutkan <i>vocabularies</i> dan <i>verbs</i> yang akan muncul dalam cerita tersebut.
	P menulis semua kata-kata tersebut dalam papan tulis untuk membantu siswa dalam menulis teks.
16.	P kemudian meminta siswa untuk menjawab pertanyaan-pertanyaan yang diberikan P seputar <i>generic structures</i> yang ada dalam <i>worksheet</i> mereka.
17.	P dan collaborator membantu siswa dalam proses <i>outlining</i> dan <i>drafting</i> .
18.	Siswa terlihat lebih antusias dalam menulis. Tidak banyak siswa yang menanyakan <i>vocabularies</i> dalam menulis cerita.
19.	Siswa terlihat sudah semakin lancar dalam menulis <i>recount</i> teks.
20.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
21.	P memberikan <i>review</i> tentang <i>recount texts</i> dan menanyakan apakah siswa

	mengalami kesulitan dalam menulis.
22.	Siswa merasa lebih memahami tahap-tahap menulis <i>recount texts</i> dengan baik.
23.	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
24.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
25.	GBI memberikan <i>observation sheet</i> kepada P.

No. : FN. 13
Hari, tanggal : Sabtu, 20 Oktober 2012
Jam : 15.00-16.30
Tempat : Laboratorium Komputer
Kegiatan : Cycle 2, pertemuan kedua
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P datang ke sekolah pada pukul 15.00 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	P memuji P dalam mengajar karena dibandingkan dengan <i>Cycle 1</i> , P sudah dapat membagi waktu dengan baik.
3.	P dan GBI masuk ke kelas pada pukul 15.30.
	P dan GBI menyuruh siswa ke Laboratorium komputer karena P akan menggunakan LCD.
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	Salah satu siswa bernama Daryanto tidak masuk ke kelas karena harus mengikuti lomba sepakbola.
7.	P kemudian menanyakan apakah mereka masih ingat pelajaran sebelumnya.
8.	Siswa terlihat sudah memahami tentang <i>recount texts</i> dan bisa menjawab pertanyaan-pertanyaan yang diajukan P tentang elemen-elemen dalam menulis <i>recount texts</i> .
9.	P kemudian memberitahukan bahwa hari itu siswa akan bermain <i>competitive game</i> .
10.	Siswa terlihat sangat senang dan sangat antusias.
11.	P kemudian menunjukkan <i>game</i> melalui <i>power point presentation</i> dan memberikan instruksi tentang cara memainkan games.
	P akan mengajukan beberapa pertanyaan tentang <i>recount texts</i> dan membenarkan kalimat dan grup yang bisa menjawab lebih cepat bisa memajukan mobilnya. Grup yang terlebih dulu sampai ke <i>finish line</i> akan memenangkan <i>game</i> .

	Siswa terlihat memperhatikan penjelasan P dan tidak sabar memainkan <i>game</i> tersebut.
12.	P membagi siswa menjadi 5 kelompok berdasarkan warna mobil yaitu <i>Yellow, Blue, Orange, Red and Green</i> .
	P dan siswa bermain " <i>car games</i> " dengan sangat semangat.
	P memberikan pertanyaan seputar <i>recount texts</i> seperti " <i>Can you mention the words showing order used in writing recount texts?</i> " atau " <i>What are the generic structures of recount texts?</i> " dan memperbaiki kesalahan-kesalahan yang mereka temukan dalam kalimat Misalnya " <i>Yesterday, Rina planted the seeds in the garden</i> " atau " <i>Last week, I get 10 in my English test</i> " " <i>Two days ago I planned to made a surprise for my best friend's birthday</i> "
	Semua pertanyaan yang diajukan P dapat dijawab siswa dengan benar.
	Setelah P mengajukan 18 pertanyaan, " <i>Red group</i> " memenangkan permainan.
	P memberikan snack kepada pemenang. Siswa yang kalah terlihat sportif dan cukup senang bisa menjawab beberapa pertanyaan.
13.	Siswa terlihat sangat senang setelah bermain games dan tidak sabar untuk melakukan aktifitas selanjutnya.
14.	P memberikan penjelasan tentang kesalahan-kesalahan siswa yang sering mereka buat.
15.	P kemudian memberikan hasil tulisan siswa yang telah dikoreksi pada pertemuan sebelumnya.
	P memberikan tanda untuk setiap kesalahan mereka.
16.	Siswa terlihat termotivasi dalam menulis <i>final drafts</i> .
	Siswa bisa mengidentifikasi kesalahan yang telah diberi tanda oleh P dengan bertanya "Oh iya Miss, iki harusnya <i>past tense</i> ding yo?" atau "Miss kurang titik wae salah we"
17.	P dan collaborator memonitor siswa dalam menulis <i>final drafts</i> .
18.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
19.	P memberikan <i>review</i> tentang <i>recount texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
20.	Siswa merasa lebih memahami tahap-tahap menulis <i>recount texts</i> dengan baik.
21.	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
22.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.

No : FN. 14
Hari, tanggal : Kamis, 25 Oktober 2012
Jam : 13.00-14.45
Tempat : Ruang kelas VIIIB
Kegiatan : Cycle 2, pertemuan ketiga
Responden : P : Peneliti

GBI : Guru Bahasa Inggris
S : Siswa

1.	P datang ke sekolah pada pukul 13.00 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
	GBI memberikan daftar nilai siswa pada <i>Cycle 1</i> .
3.	P dan GBI masuk ke kelas pada pukul 13.20.
4.	Siswa terlihat sangat siap mengikuti pelajaran.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	Semua siswa hadir di kelas.
7.	P kemudian memberikan <i>lead in</i> dengan menanyakan beberapa pertanyaan kepada siswa tentang apa yang mereka lakukan pada pertemuan sebelumnya.
8.	Siswa dapat menceritakan pengalaman belajar sebelumnya dengan berkata "I wrote a recount text" atau "We played game Miss"
9.	P kemudian menempel <i>picture series</i> ke <i>white board</i> kemudian P meminta siswa untuk mempelajari <i>picture series</i> tersebut.
	P memberikan worksheet kepada siswa sesuai dengan <i>picture series</i> yang telah dipelajari sebelumnya.
	P meminta siswa untuk melengkapi teks <i>recount</i> dengan kata kerja yang benar.
	P meminta siswa untuk menjawab pertanyaan di dalam teks <i>recount</i> tersebut untuk memberikan <i>review</i> tentang <i>generic structures of recount text</i> .
	P mendiskusikan jawaban bersama siswa.
	Siswa terlihat antusias saat menjawab pertanyaan.
	Hampir semua siswa melengkapi teks dan menjawab pertanyaan dengan benar.
11	P me-review kembali tentang teks <i>recount</i> dan menanyakan kesulitan siswa.
	Siswa terlihat sudah memahami cara menulis <i>recount text</i> .
12	P menempelkan <i>picture series</i> ke papan tulis dan meminta siswa untuk mempelajari teks tersebut.
	Siswa terlihat tertarik dengan <i>picture series</i> yang ditampilkan P.
	Siswa kemudian menceritakan peristiwa dalam <i>picture series</i> dan menyebutkan <i>objects</i> dan <i>verbs</i> yang mereka temukan.
	P menulis semua yang dikatakan siswa untuk mempermudah mereka dalam menulis.
	P memberikan worksheet kepada siswa sesuai dengan <i>picture series</i> yang telah dipelajari sebelumnya.
13.	P meminta siswa untuk melakukan <i>outlining</i> dan <i>drafting</i> .
	Siswa sangat antusias dalam proses <i>outlining</i> dan <i>drafting</i> .

	Terlihat siswa lebih mudah mengembangkan cerita berdasarkan <i>picture series</i> .
	P dan collaborator me-monitor siswa dalam menulis.
14.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi.
15.	P memberikan <i>review</i> tentang <i>recount texts</i> dan menanyakan apakah siswa mengalami kesulitan dalam menulis.
16.	Siswa merasa bahwa mereka sudah lebih mudah dalam menulis <i>recount texts</i> .
17.	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
18.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview

No. : FN. 15
Hari, tanggal : Senin, 29 Oktober 2012
Jam : 13.00-14.00
Tempat : Ruang kelas VIIIB
Kegiatan : Post-test
Responden : P : Peneliti
 GBI : Guru Bahasa Inggris
 S : Siswa

1.	P datang ke sekolah pada pukul 13.00 dan langsung menuju ke ruang guru untuk meminta ijin mengadakan post test.
2.	GBI menanyakan hasil menulis siswa setelah <i>Cycle 2</i> .
3.	P memberitahukan bahwa siswa mengalami peningkatan dalam menulis secara signifikan. Tidak banyak siswa yang melakukan kesalahan pada grammar dan pemilihan kata-kata. Selain itu mereka dapat menulis dan mengembangkan cerita dengan urut.
	GBI terlihat puas dengan hasil yang diberikan P.
4.	GBI kemudian mempersilahkan P untuk menuju ke ruang kelas.
5.	P menuju ke ruang kelas dan menyapa siswa.
6.	P kemudian memberitahukan bahwa hari ini P akan meminta siswa untuk menulis pengalaman mereka tanpa menggunakan gambar.
7.	P kemudian membagikan lembar <i>post-test</i> dan meminta siswa untuk menulis <i>recount texts</i> selama 40 menit.
	Siswa terlihat lebih mudah menulis dan menyalurkan idenya dengan baik.
8.	Selama menulis P menanyakan pendapat siswa tentang <i>actions</i> yang diberikan P dalam mengajar.
9.	Setelah 40 menit, P meminta hasil pekerjaan siswa.
10.	P pamit kepada siswa dan memberitahukan bahwa hari itu P sudah selesai melakukan penelitian.

No. : FN. 16
Hari, tanggal : Rabu, 31 Oktober 2012
Jam : 12.45-13.00

Tempat : Ruang guru
Kegiatan : Menyerahkan hasil Cycle 2
Responden : P : Peneliti
GBI : Guru Bahasa Inggris

1.	P datang ke sekolah pada pukul 13.45 dan langsung menuju ke ruang guru untuk menemui GBI.
2.	GBI menanyakan hasil menulis siswa setelah <i>Post-test</i> .
3.	P memberitahukan bahwa siswa sudah bisa menulis teks <i>recount</i> tanpa bantuan gambar lebih baik daripada sebelum dilakukan <i>actions</i> .
	P memberikan hasil menulis siswa pada <i>Cycle 2 dan post-test</i> untuk dinilai guru.
4.	P berterimakasih dan pamit.

No. : FN. 17
Hari, tanggal : Rabu, 31 Oktober 2012
Jam : 08.00-09.15
Tempat : Ruang guru
Kegiatan : Pamit
Responden : P : Peneliti
KS : Kepala Sekolah
GBI : Guru Bahasa Inggris

1.	P datang ke sekolah pada pukul 08.00 dan langsung menuju ke ruang KS. Tetapi KS sedang berada di ruang guru.
2.	P bertemu KS dan berterimakasih atas ijin yang telah diberikan untuk mengadakan penelitian.
3.	KS menyambut baik dan memberi motivasi kepada P agar cepat lulus.
	P berterimakasih dan pamit untuk menemui GBI.
4.	P menemui GBI dan berterimakasih atas bimbingan GBI selama penelitian.
	P memberikan media yang dibuat kepada GBI.
	GBI menyambut baik media yang digunakan karena menurut GBI siswa mengalami banyak peningkatan dalam menulis melalui media <i>picture series</i> .
	GBI memberikan hasil nilai <i>Cycle 2 dan Post-test</i> kepada P.
	P berterimakasih kepada GBI, KS dan semua guru atas bantuan selama P melakukan penelitian.
5.	P kemudian pamit.

BLUEPRINT OF INTERVIEW GUIDELINE (BEFORE IMPLEMENTATION)

No.	Content	Sub-content	Theory	Question items	
				For students	For teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> • Kesulitan apa yang kamu temukan dalam menulis? • Kegiatan apa saja yang diberikan guru ketika pelajaran menulis? 	<ul style="list-style-type: none"> • What are the difficulties of teaching writing to the students? • What kind of activities do you use to teach writing?
2.		The role of the teacher	Harmer (2007:330)	<ul style="list-style-type: none"> • Bagaimana pendapatmu tentang cara guru menyampaikan materi? • Apakah proses belajar mengajar dapat berjalan dengan menyenangkan / baik? 	<ul style="list-style-type: none"> • How do you explain the writing materials to the students? • Are the students motivated in writing?
3.	Media	Picture Series (Pictures in the language classroom)	Wright (2004:2)	<ul style="list-style-type: none"> • Apakah guru pernah menggunakan media gambar berseri dalam mengajarkan menulis? 	<ul style="list-style-type: none"> • Do you ever use picture series as a medium for teaching writing?
4	Recount texts	Structure of recount texts	Anderson (1997:53)	<ul style="list-style-type: none"> • Apakah kamu mengetahui tentang recount texts? 	<ul style="list-style-type: none"> • What are the difficulties in teaching writing of recount texts?

BLUEPRINT OF INTERVIEW GUIDELINE (AFTER IMPLEMENTATION)

No.	Content	Sub-content	Theory	Question items	
				For students	For teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> • Apakah kegiatan menulis kali ini dapat diikuti dengan baik? • Apakah kalian menemukan kesulitan-kesulitan dalam menulis? 	<ul style="list-style-type: none"> • Are the activities suitable for teaching writing to the students?
2.		The role of the teacher	Harmer (2007:330)	<ul style="list-style-type: none"> • Bagaimana pendapatmu tentang cara guru menyampaikan materi? • Apakah proses belajar mengajar dapat berjalan dengan menyenangkan/baik? 	<ul style="list-style-type: none"> • How is your opinion about my teaching? • Are the students motivated in writing?
3.	Media	Picture Series (Pictures in the language classroom)	Wright (2004:2)	<ul style="list-style-type: none"> • Apakah penggunaan <i>picture series</i> dapat membantu kalian dalam menulis? 	<ul style="list-style-type: none"> • Can picture series help the students in writing recount texts in a good organization?
4	Recount texts	Structure of recount texts	Anderson (1997:53)	<ul style="list-style-type: none"> • Apakah kamu mengerti tentang <i>generic structures</i> dan <i>language features</i> yang digunakan dalam <i>recount text</i> dengan baik? 	<ul style="list-style-type: none"> • Are the explanations of recount texts clear to the students?

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Hari,Tanggal : Sabtu, 15 September 2012

Jam : 14.30-15.05

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- P : Selamat sore Ibu.
- GBI : Oh, Mbak Henny, gimana mbak?
- P : Maaf Bu baru sempat kesini sekarang.
- GBI : Tidak apa-apa, gimana mbak?
- P : Ini Bu, ehmm, mau sedikit interview.
- GBI : Oh iya sini-sini (GBI mempersilahkan P duduk)
Apa yang mau ditanyakan mbak?
- P : Ini Bu, tentang kegiatan writing, menurut Ibu proses kegiatan belajar mengajar writing secara keseluruhan gimana ya?
- GBI : Ehmm, ya writing itu kan pelajaran paling susah dibandingkan *skill* yang lain mbak, jadi saya mengajarnya selalu belakangan. Kalo anak-anak sih bisa menulis dikit-dikit. Cuma permasalahannya biasanya idenya, vocabulary, tense sama noun phrase gitu mbak.
- P : Oh begitu Bu, emmm, kalo menulis *recount text*? Biasanya kesulitan yang dialami anak apa aja Bu?
- GBI : Yah itu mbak biasanya mereka bingung mau nulis apa. Sampai-sampai waktunya lama cuma buat mikir mau nulis apa. Sama biasanya itu ter-influence sama bahasa Indonesia mbak kalo nulis itu. Jadi misalnya rumah Ibu jadi house mother.
- P : Wah iya ya Bu, kalo tensenya Bu?
- GBI : Oh iya mbak, penggunaan simple past tense juga susah, anak-anak cuma sering tambah *-ed* aja kalo suruh ganti ke *past tense*.
- P : Trus cara mengatasinya bagaimana Bu?
- GBI : Ehmmm saya *drill* aja mbak biasanya, jadi biasanya saya suruh menghafalkan beberapa kata di rumah. Dulu saya kasih buku itu tapi ga tau sekarang dimana mbak.
- P : Buku apa Bu?
- GBI : Yah Buku tentang past tense gitu mbak, bagus bukunya tapi mahal juga heee.
- P : Oh iya Bu, ehmm, oh iya, biasanya anak-anak disuruh membawa kamus ga Bu kalo pelajaran menulis?
- GBI : Iya mbak, tapi ya namanya anak-anak ada juga yang ga bawa heeheeee.
- P : Hehe, iya ya Bu, oh iya Bu, ini kan saya mau mengadakan penelitian tentang meningkatkan kemampuan menulis *recount* dengan *picture series* Bu, kira-kira gimana Bu?

- GBI : Oh iya,bagus mbak, anak-anak nanti akan lebih tertarik. Selama ini tu ga termotivasi anak-anak kalo disuruh nulis apalagi lebih gampang menyalurkan idenya kan mbak. Mungkin nanti kalo mbak pake media picture trus gambarnya jelas nanti anak anak bisa termotivasi mbak.
- P : (Bel berbunyi) Oh iya Bu, semoga saja Bu, sudah bel, hehe makasih ya Bu sebelumnya.
- GBI : Oh iya mbak, trus kapan observasi mbak?
- P : Rencana tanggal 29 September Bu?
- GBI : Oh iya Sabtu ya mbak?
- P : Iya Bu, emm saya kira sudah Bu, terimakasih Bu waktunya.
- GBI : Iya sama-sama mbak, mau pulang?
- P : Iya Bu.
- GBI : Iya hati-hati mbak,saya mengajar dulu.
- P : Oh iya Bu, terimakasih.

INTERVIEW TRANSCRIPT 2

Hari,Tanggal : Sabtu, 29 September 2012

Jam : 16.30-16.45

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- GBI : Gimana mbak tadi saya mengajarnya sesuai yang diharapkan ga?
- P : Iya Bu, banyak anak yang ribut ya Bu, apalagi yang kelompok paling belakang yang gendut putih itu siapa Bu?
- GBI : Oh Wicak, dia emang selalu ribut mbak tapi pintar anaknya.
- P : Oh iya Bu.
- GBI : Tadi cuma nulis kalimat aja mbak yang diorder tadi. Ya gitu mbak kalo nulis tu susah, anak-anak banyak yang tidak suka menulis, mungkin besok ma mbak mau nulis. Gurunya muda, cantik pasti lebih diperhatikan hehehe.
- P : Amien Bu,he
Biasanya kesulitan-kesulitan apa saja yang Ibu temukan ketika mengajar bahasa inggris di kelas khususnya ketika menulis?
- GBI : Oh, anak-anak biasanya suka ribut sendiri mbak jadi sering tidak memperhatikan penjelasan saya. Mereka menganggap bahasa inggris itu susah apalagi menulis. Mereka kadang-kadang juga ga berani untuk maju ke kelas kalo ga bener-bener disuruh seperti tadi itu. Kalo pas nulis sering kesulitan menaruh idenya mbak jadi kadang-kadang ga urut.
- P : Oh iya Bu, hehe yah semoga pake *picture series* bisa membantu mereka menulis Bu.
- GBI : Amien, ya udah saya pulang ya mbak.
- P : Oh iya terimakasih Ibu.

INTERVIEW TRANSCRIPT 3

Hari, tanggal : Sabtu, 29 September 2012

Jam : 16.45-16.50

Tempat : Ruang kelas VIIIB

Kegiatan : Interview

Responden : P : Peneliti

S1 : Risma

S2 : Sefi

P : Hallo adik-adik.

SS : Iya Miss.

P : Mo tanya-tanya bentar yah.

S1 : Heeh Miss.

P : Tadi gimana Bu Suci mengajarnya?

S1 : Banyak yang ribut Miss jadi ga konsen.

S2 : Ga donk Miss tentang *recount texts*.

P : Hmm gitu ya? Ga donk nya gimana?

S1 : Lha kemarin cuma suruh jawab dari LKS, kita kan belum donk Miss.

P : Tadi gimana penjelasannya?

S2 : Yah cuma nyangkut dikit hehe.

P : Kalo Risma?

S1 : Iya Miss sama, cuma tahu kalo *recount texts* itu pake past tense. Tapi *recount texts* tu apa je Miss?

P : Hee belum paham yah, yah Miss jelasin besok ya, minggu depan Miss yang ngajar kalian.

SS : Asik.

P : Bu suci ngajarnya gimana?

S1 : Serius je Miss, kadang-kadang galak kadang-kadang enak.

P : Pernah pake media ga?

S1 : Maksudnya?

P : Ya kayak gambar, kartu gitu dik.

SS : Ga pernah Miss.

P : Hehe, gitu yah, ok makasih yah dik, hati-hati yah pulang nya.

SS : Tenang Miss cuma deket kok.

P : Heee iyah.

INTERVIEW TRANSCRIPT 4

Hari,Tanggal : Kamis, 04 Oktober 2012

Jam : 14.15-14.20

Tempat : Ruang kelas VIIIB

Kegiatan : Interview

Responden : P : Peneliti

S1 : Devi

S2 : Ayu

S3 : Setya

S4 : Yessy

- P : Hallo adik-adik.
 SS : Iya mbak.
 P : Miss mau tanya-tanya nih, namanya siapa aja?
 SS : Devi, Ayu, Setya ma Yessy Miss.
 P : Ok, emmmm, oh iya gimana susah ga tadi nulisnya?
 S2 : Susah Miss, males.
 P : Susahnya apa?
 S2 : Bingung tadi ide buat nulis.
 P : Emm idenya ya.
 S4 : Iyo Miss dadi ming sitik le nulis.
 P : Emmm ngomong-ngomong, kalian suka bahasa inggris ga sih sebenarnya?
 S2 : Agak suka Miss?
 P : Kok agak?
 S2 : Susah je Miss.
 P : Susahnya?
 S3 : Kata-katanya Miss, harus cari di kamus.
 P : Oh gitu, kalo menulis suka ga?
 S3 : Lumayan lah Miss, tapi ga begitu suka ding wong ga bisa?
 P : Apanya yang ga bisa?
 S3 : Itu lho Miss pas ngubah jadi past tense, harus cari di kamus juga.
 P : Ya makanya besok belajar menulis sama Miss ya?
 S2 : Beneran Miss? Asiik.
 P : Hehe, lha gmana, Bu suci ngajarnya enak kan?
 S1 : Yah gitu Miss, serius banget
 P : Pernah pake media ga?
 SS : Belum Miss.
 P : Kalo menulis suruh nulis apa?
 S4 : Yah kadang-kadang kalimat kadang-kadang buat PR aja suruh nulis paragraf gitu.
 P : Dikoreksi ga dik? Dikasihtahu yang bener gitu?
 S1 : Iya Miss kadang-kadang cuma 1 atau 2 orang suruh maju buat nulis, tapi yo nek ra maju ra dibenerke Miss.
 P : Oh gitu, trus kalian pengen gurunya gimana?
 S1 : Ya kalo suruh nulis ya dibantu Miss.
 P : Kalo pake media mau ga? misalnya gambar gitu?
 SS : Mau Miss.
 P : Oh iya, ydah Miss ke depan dulu ya udah mau bel, makasih ya adik-adik.
 SS : Sama-sama Miss.

INTERVIEW TRANSCRIPT 5

Hari,Tanggal : Kamis, 04 Oktober 2012

Jam : 14.20-14.30

Tempat : Ruang kelas VIIIB

Kegiatan : Interview

Responden : P : Peneliti

S1 : Ryan
S2 : Wicak
S3 : Lopez

- P : Hallo Lopes, Wicak, Ryan Miss mau tanya-tanya nih.
 S1 : Tanya apa Miss.
 P : Tadi gimana nulisnya susah ga?
 S1 : Susah Miss, bingung mau nulis apa?
 S2 : Iya Miss palagi pake past tensenya, susah ta tambah *-ed* aja
 P : Kalo Lopez?
 S3 : Itu Miss kata-katanya susah harus pake bahasa inggris trus bingung mau cerita apa.
 P : Kenapa bingung kan suruh nulis pengalaman aja?
 S3 : Yah bingung Miss sing ditulis opo.
 P : Ok, trus selain kata-kata ma ide apalagi yang susah?
 S3 : Kayaknya itu Miss.
 P : Ya, kalo Bu suci gmana ngajarnya.
 S1 : Serius Miss tapi enak.
 S2 : Ora ah tapi tertib banget, telat we ra etuk.
 P : Ya bagus kan hehe, ydah makasih ya dik, udah bel, dilanjutin lagi yuk nulisnya.
 SS : Ya Miss.

INTERVIEW TRANSCRIPT 6

Hari, Tanggal : Jumat, 05 Oktober 2012

Jam : 14.30-14.40

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- P : Bagaimana Bu ketika anak-anak menulis dengan *picture series* tadi?
 GBI : Wah sangat membantu mbak anak-anak udah tau apa yang mau diceritakan, cuma tadi time managementnya kurang mbak jadi anak-anak cuma bisa nulis satu kalimat aja per gambar, saya harap anak-anak bisa menulis lebih banyak di pertemuan selanjutnya.
 Besok pekerjaan anak dibahas kan?
 P : Iya Bu, salah satu *stage writing* bsk ada *editing* sama nulis *final draft* juga. Saya tadi juga fokus mengajar *recount text* dulu Bu, saya fikir tadi soalnya anak-anak belum mengerti tentang *recount text*. Maksud saya pada awal pelajaran anak-anak mengerti dulu tentang *recount text* dan bisa menggunakan *simple past tense*.
 GBI : Iya mbak, bagus kok tadi, waktunya kurang ya cuma 2x30 menit. Saya juga ga abis fikir kok waktunya dibikin sebentar, jadinya guru kan pusing kalo ga selesai materi.
 P : Hehe iya Bu, yah gimana lagi Bu.

- GBI : Iya mbak.
P : Eh iya Bu bagaimana penggunaan *picture series* tadi?
GBI : Anak-anak keliatan termotivasi kok mbak, tapi ada juga anak yang bingung soalnya waktunya cuma 30 menit Buat nulis, yah pas *planning* ma *draftingnya* membantu juga mbak. Gambarnya yang ditempel di manila itu juga jelas, menarik dan sangat bagus. Besok Buat Ibu ya itu?hehe
P : Iya Bu, besok saya bikinin lagi Buat Ibu.
GBI : Sama *picture series*-nya ya?
P : Iya Bu, hehe.
GBI : Masih ada yang ditanyakan mbak? Maaf jadi ngelantur.
P : Hehe gak pa pa Bu, ini soal *meeting* kedua rencananya saya mau melatih anak-anak untuk fokus menulis *recount text* dengan *picture series*nya Bu?
GBI : Tapi dijelaskan lagi soal *recount text* kan?
P : Pasti Bu, di *presentation stage* sama kayak RPP yang saya Buat.
GBI : Udah ada di RPP kan mbak?sama *task-task* nya?
P : Iya Bu.
GBI : Ok.
P : Yadah makasih ya Bu untuk hari ini.
GBI : Iya mbak, sukses ya.

INTERVIEW TRANSCRIPT 7

Hari,Tanggal : Jumat, 05 Oktober 2012

Jam : 14.40-14.45

Tempat : Ruang Kelas VIIIB

Kegiatan : Interview

Responden : P : Peneliti

S1 : Ryan

S2 : Buyut

- P : Hallo adik-adik, Miss tanya-tanya yah.
S1 : Iya Miss, kenapa?
P : Ada kesulitan tadi nulisnya?
S1 : Yah itu masih bingung mana yang *regular* apa *irregular*, trus kata-katanya itu harus liat kamus jadi nulisnya lama.
P : Oh iya, yang *past tense* liat kamus juga kan?
S2 : Hehe ga Miss, lha waktunya tadi mepet.
P : Iya maaf ya dik, soalnya cuma 2x30 menit ya, tapi tadi selesai ga?
S1 : Selesai Miss,
S2 : Ora Miss, sih kurang sitik we.
P : Ya besok latihan lagi yah sama Miss, moga-moga besok kalian bisa lebih paham, eh gambarnya tadi jelas ga? Bisa dimengerti?
SS : Jelas Miss.
P : Gimana pendapat kalian pas Miss nunjukin gambar tadi buat jelasin *recount texts*?
S1 : Menarik Miss, jelas banget gambarnya.
S2 : Hooh Miss, dadi ngerti saiki.

- P : Tentang apa?
 S2 : Yoh, bisa membayangkan ceritane Miss walaupun tadi ga ngerti bahasa inggrise.
 P : Oh urutan ceritanya yah?
 S2 : Iya Miss.
 S1 : Eh iyo Miss dadi ngerti *recount*.
 P : Sip deh, makasih ya buat hari ini, Miss pamit ya.
 SS : Okre.

INTERVIEW TRANSCRIPT 8

Hari,Tanggal : Jumat, 05 Oktober 2012

Jam : 14.45-14.50

Tempat : Ruang Kelas VIII B

Kegiatan : Interview

Responden : P : Peneliti

S1 : Elsa

S2 : Siti

S3 : Devia

- P : Hallo adik-adik.
 SS : Iya Miss.
 P : Miss tanya-tanya bentar ya, gimana tadi penjelasan Miss, kalian mengerti?
 S1 : Iya Miss, jadi lebih tau *past tense*.
 P : Iya Miss juga seneng tadi dah bisa bedain yang *regular* ma *irregular*. Nah abis latihan *simple past tense* tadi apakah kalian masih menemukan kesulitan pas menulis text recount?
 S1 : Yah kata-katanya Miss masih bingung kalo dibahasa inggris.
 S2 : Iya Miss, tapi ga bingung mau nulis apa wong ada gambarnya tapi bingung bahasa inggrisnya piye, trus masih belum bsa rubah *simple past tense*-nya, ga bawa kamus,hehe.
 P : Oh gitu, ydah besok lanjutkan lagi ya, makasih ya waktunya adik-adik, Miss pamit dulu,makasih.
 SS : Ok Miss.

INTERVIEW TRANSCRIPT 9

Hari,Tanggal : Sabtu, 06 Oktober 2012

Jam : 16.30-16.35

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Siti

S2 : Setya

S3 : Mega

- P : Hai adik-adik, ganggu sebentar yah.
 S1 : Iya Miss, kenapa?
 P : Gimana tadi pelajarannya.
 S1 : Seneng Miss, udah bisa nulis banyak kalimat.
 S2 : Game nya seru, tapi nulisnya masih susah ah Miss, ga bisa nerjemahinnya.
 P : Oh iya, kalo yang lain
 Gimana tadi menyenangkan ga nulisnya?
 S3 : Seneng Miss ternyata bisa nulis aku, tapi pasti tetep banyak yang salah, hehe.
 P : Emm gak papa, oh iya picture seriesnya bantu kalian buat nulis ga?
 SS : Iya Miss.
 P : Gimana bantunya?
 S2 : Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang.
 P : Menarik ga gambarnya? Jelas ga?
 S2 : Iya Miss menarik, jelas kok Miss.
 S3 : Itu Miss kadang lupa *past tense*-nya ki ditaruh mana?
 P : Oh *verb* nya ya?
 S3 : Iya Miss.
 P : Kalo yang lain?
 S1 : Kadang malah lupa ga pake *simple past* Miss,
 S2 : Ga bawa kamus Miss jadi bingung tadi *simple past*-nya itu ki opo?
 S3 : Ya jadi mudah gitu Miss nulisnya, dah ada idenya jadi gampang palagi soal nanem pohon Miss.
 P : Sering nanem pohon ya?
 S3 : Hoo Miss, jadi ngerti.
 P : Ok dik, makasih ya waktunya.
 SS : Ok Miss.

INTERVIEW TRANSCRIPT 10

Hari, Tanggal : Sabtu, 06 Oktober 2012

Jam : 16.40-16.50

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- GBI : Gimana mbak?
 P : Hehe lumayan Bu, saya liat anak-anak dah bisa menulis tapi saya tidak tahu hasilnya
 GBI : Iya mbak, anak-anak udah mulai banyak menulis, udah bisa mengembakangkan ide.
 P : *Picture series*-nya jelas tidak Bu?
 GBI : Jelas mbak, tentang menanam kan, bagus tadi sebelum nulis ditanya pernah nanem belum, jadi anak-anak udah tau apa yang akan mereka tulis

sesuai pengalaman mereka. Gambarnya juga tepat mengajarkan anak-anak untuk mencintai tumbakuhan

P :Hee iya Ibu, lalu bagaimana saya mengajar tadi Bu?

GBI :Bagus mbak, *time management* lebih teratur, sudah tau kondisi anak-anak.

P :Kira-kira tadi kesulitan anak apa ya Bu?

GBI :Mungkin masih di kosakata mbak, yah banyak anak-anak ga punya kamus juga mbak, bsk pinjam perpustakaan gak pa pa kok mbak Buat anak-anak.

P : Oh iya Bu.

GBI :Trus besok siklus dua berapa kali mbak?

P : 3 kali Bu, rencana Kamis, Jumat, Sabtu.

GBI : Wah besok MID mbak, minggu depannya lagi ya?

P :Oh iya Ibu tidak apa-apa.

GBI :Nanti saya juga minta satu hari buat bahas MID ya.

P :Oh iya Bu, saya minta maaf kalo malah mengganggu.

GBI : Ga kok mbak yang penting sukses, saya juga senang anak-anak lebih bisa menulis.

P : Oh iya Ibu, terimakasih.

GBI :Masih ada yang ditanyakan? Saya mau mengajar dulu.

P : Oh sudah tidak Bu, terimakasih.

INTERVIEW TRANSCRIPT 11

Hari,Tanggal : Kamis 18 Oktober 2012

Jam : 14.45-14.50

Tempat : Ruang Kelas

Kegiatan : Interview

Responden : P : Peneliti

S1 : Rian

S2 : Indra

S3 : Wicak

P : Hallo adik-adik, Miss tanya-tanya yah.

SS : Ok Miss, wah tapi isin, wedi.

P : Gak pa pa, Miss medeni po?

SS : Hehe ora kok Miss, guyon, hehe.

P : Heee gimana dik tadi nulisnya?

S1 : Lebih enjoy Miss, gambarnya bantu buat nulis.

P : Kalo adik ini?

S2 : Podo Miss, hehe itu Miss kata-katanya tadi udah dibahas jadinya kan enak nulisnya.

Tapi kui lho Miss *past tense* ndadak lihat kamus.

P : Hee, gak pa pa lama-lama kan jadi bisa dik, kalo sama yang nulis pertama kemarin gimana?

S2 : Yo gampang inian Miss soale ada gambar nek kemarin kan kon nulis dewe, bingung nulis opo.

P : Hehe, ok jadi gambarnya bantu ya?

S2 : Bantu Miss.

P : Kalo yang lain?
 S1 : Podo ah Miss isen.
 P : Haha yo wis, udah deh, thank you yah.
 SS : Ok Miss.

INTERVIEW TRANSCRIPT 12

Hari,Tanggal : Kamis, 18 Oktober 2012

Jam : 15.00-15.15

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P : Gimana Bu saya mengajar tadi?
 GBI : Bagus mbak tadi.
 P : Oh iya makasih Bu.
 GBI : Ada model teks *recount*, ada latihannya trus menulis di group saya rasa bisa membantu anak bertukar ide.
 P : Oh iya Bu, tentang *picture series*-nya apakah jelas Bu?
 GBI : Jelas mbak, terus terang saya gaptek, liat kayak gitu anak-anak seneng banget, apalagi pas *modeling of text* itu *picture series*-nya lucu jadi anak-anak seneng. Saya belum pernah pake power point mbak, harus pindah kelas, ga bisa mengoperasikan juga. Besok diajarin ya.
 P : Iya Ibu, hehe kira-kira Ibu melihat ada peningkatan ga?
 GBI : Oh iya kemarin sudah saya nilai mbak, ada peningkatan kok mbak, dari *pre-test* sama hasil *Cycle I* akhir itu.
 P : Alhamdulillah ya Ibu, kira-kira masalah anak yang masih harus ditekankan apa Bu?
 GBI : Besok *rewrite* kan?
 P : Iya Bu.
 GBI : Yah bagus dalam menulis itu anak-anak juga harus dikasih kesempatan Buat *rewrite*. Kalo kemarin ga terlalu banyak nulisnya, soalnya waktunya juga ya mbak, saya paham. Mungkin dengan *rewrite* anak-anak jadi tahu kesalahan tapi sebagian besar anak saya lihat dah bagus kok menulisnya walaupun di grammar masih ada yang salah.
 P : Oh iya Ibu.
 GBI : *Picture series* yang buat anak juga jelas mbak, dapet darimana?
 P : Dapet dari download Bu, buat SD sih tapi kata-katanya saya rubah Bu sesuai tingkat SMP.
 GBI : Bagus ya kreatif banget, gambarnya bagus-bagus.
 P : Makasih Bu.

INTERVIEW TRANSCRIPT 13

Hari,Tanggal : Kamis 18 Oktober 2012

Jam : 14.45-14.50

Tempat : Ruang kelas VIIIB

Kegiatan : Interview
Responden : P : Peneliti
S1 : Devi
S2 : Ayu

P : Gimana seneng ga adik-adik?
 S1 : Seneng Miss gambarnya lucu.
 S2 : Seneng Miss jadi lebih ngerti *recount text*.
 P : Iya Miss juga seneng pas ditanya semua bisa jawab, trus pas menulis gimana ada masalah? *Picture series*-nya jelas ga?
 S1 : Dikit Miss kalo suruh bahasa inggrisin susah. Tapi moga-moga bener,hehe gambarnya jelas Miss, tau apa yang mo ditulis.
 S2 : Iya-iya Miss.
 P : Ok makasih adik-adik.
 SS : Iya Miss.

INTERVIEW TRANSCRIPT 14

Hari,Tanggal : Sabtu, 20 Oktober 2012

Jam : 16.30-16.35

Tempat : Kelas VIIIB

Kegiatan : Interview

Responden : P : Peneliti
S1 : Siti
S2 : Selfi

P : Hallo adik-adik, gimana tadi gamenya?
 S1 : Seneng Miss.
 P : Iyah, Miss juga seneng lho, kalian bisa benerin kalimatnya, nunjukin kesalahannya juga.
 S1 : Iya Miss jadi donk salahnya dimana.
 P : Kalo pas benerin tulisan yang kemarin?
 S2 : Ternyata salah kita ga banyak,hehe.
 P : Sip trus masih ada kesulitan ga nulisnya?
 S1 : Yah kalo tadi sih salahnya di kata-kata sama dikit yang *past tense*. Kok ming kurang titik salah we Miss?
 P : Heeh kalo menulis kan harus tepat dik, huruf kapital trus titik, koma,dll
 S1 : Oh gitu.
 P : Iya, yadah ya Miss pamit ketemu Kamis yah.
 SS : Ok Miss.

INTERVIEW TRANSCRIPT 15

Hari,Tanggal : Sabtu, 20 Oktober 2012

Jam : 16.45-17.00

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti
GBI : Guru Bahasa Inggris

- P : Gimana Bu?
- GBI : Bagus banget setiap hari ada peningkatan, palagi pake game tadi, pertanyaan pertanyaan juga sesuai mbak, ada yang membetulkan kalimat juga.
- P : Iya Bu, anak-anak terlihat sangat senang tadi Bu.
- GBI : Iya mbak.
- P : Pas *rewrite* tadi Bu?
- GBI : Oh iya, anak-anak terlihat tidak banyak menanyakan kenapa ditandai salah, mungkin mereka sudah tahu letak kesalahan mereka misalnya, emmm soal huruf kapital, trus *noun phrase* juga, yang *simple past tense* juga.
- P : Oh iya Bu.
- GBI : Hasilnya gimana mbak ada peningkatan dari yang terakhir?
- P : Ada Bu, sebagian besar anak sudah tidak memakai *present tense* lagi.
- GBI : Oh iya, besok saya nilai lagi kan?
- P : Iya Ibu Buat perbandingan.
- GBI : Ok mbak, ya sudah saya pulang dulu ya, ini kapan lagi mbak?
- P : Besok Kamis Bu?
- GBI : Menulis individu?
- P : Iya Bu?
- GBI : Iya mbak, saya ga pernah pake media bagus kayak gini jadi tertarik, maaf ya bsk Ibu minta medianya?
- P : Iya Ibu tidak apa-apa,terimakasih.

INTERVIEW TRANSCRIPT 16

Hari,Tanggal : KAMIS 25 Oktober 2012

Jam : 14.45-14.50

Tempat : Ruang kelas VIIIb

Kegiatan : Interview

Responden : P : Peneliti

S1 : Wicak

S2 : Lopez

- P : Hallo adik-adik gimana tadi bisa nulisnya kan?
- S1 : Bisa Miss.
- P : Selama ini ketika kalian menulis *recount text*, *picture series*-nya membantu ga?
- S2 : Iya Miss, jadi bisa tau mau nulis apa, ga mboseni lah pokokmen.
- P : “Kalo adik?”
- S2 : Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang
- P : Hehe trus kalian merasa ada peningkatan ga pas menulis?
- S1 : Ada Miss.

- P : Misalnya?
 S1 : Itu Miss kemarin pekerjaan saya ga salah banyak, tadi juga kayaknya udah mantep. Pake *past tense* mo ditaruh mana juga dong.
 P : Kalo adik?
 S2 : Iya Miss, sama. Tau apa yang mo ditulis itu lho Miss jadi kerasanya lebih gampang.

INTERVIEW TRANSCRIPT 17

Hari,Tanggal : Kamis, 25 Oktober 2012

Jam : 14.50-14.55

Tempat : Ruang kelas VIIIB

Kegiatan : Interview

Responden : P : Peneliti

S1 : Ayu

S2 : Devi

- P : Gimana nulisnya tadi adik-adik?
 S1 : Udah tahu dimana mau letakkin *past tense* Miss, sama lebih enak nulisnya.
 P : Berarti *picture series* bantu kalian nulis ya?
 S1 : Hoooh Miss, udah ngerti apa yang mo ditulis.
 S2 : Iya Miss daripada ga pake gambar itu susah je.
 P : Hee ok, sip, Miss jadi seneng kalo kalian bisa menulis,makasih ya.

INTERVIEW TRANSCRIPT 18

Hari,Tanggal : Kamis, 25 Oktober 2012

Jam : 15.00-15.30

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

- P : Gimana Ibu tadi?
 GBI : Wah anak-anak kayaknya dah bisa menulis deh mbak.
 P : Alhamdulillah Bu.
 GBI : Iya besok dinilai juga kan?
 P : Iya Bu, besok kamis masih *post-test* untuk membandingkan dengan yang *pre-test* kemarin, Saya juga minta tolong Ibu untuk ikut menilai ya?
 GBI : Iya mbak, mau saya masukin juga, semoga nilainya bagus, saya yakin ada peningkatan.
 P : Oh iya menurut Ibu selama saya ngajar gimana?
 GBI : Bagus mbak, gambar-gambar yang diberikan menarik, berwarna, tekniknya juga bagus, medianya bagus lah mbak, apalagi kalo ada peningkatan.
 P : Hehe makasih Ibu.

GBI : Iya mbak, tapi kayaknya perlu ditingkatkan ketegasannya mbak. Sama volume suaranya.hehe

P : Hee gitu ya Bu, oh iya Bu, terimakasih ya Bu sarannya.

GBI : Iya mbak, sama-sama.

COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS
(Cycle 1, first meeting)

School : SMP N 1 Seyegan
Grade : VIII
Semester : 1
Time allocated : 2 x 30 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
		Input texts	Language Focus				
6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.	6.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of recount to interact with their environment in accurate, fluent and appropriate ways.	<ul style="list-style-type: none"> Input texts: Recount text: "A Trip to the farm" Generic structure of recount texts ✓ Orientation ✓ Sequence of events ✓ reorientation 	<ul style="list-style-type: none"> Simple past tense S + V2. Regular verb: <i>I played the piano yesterday.</i> Irregular verb: <i>I wrote a letter yesterday.</i> Words that show the order of events: <i>e.g first (second, third) next,</i> 	<ol style="list-style-type: none"> Identify the social function of recount texts Identify the generic structure of recount texts Identify the language features of recount texts Identify and mention the topic, the events and the objects 	<ul style="list-style-type: none"> Picture series Pictures 	<p>Presentation</p> <ol style="list-style-type: none"> The teacher introduces a model of recount text to the students. The students with the teacher's guidance identify the generic structure of the text. The students with the teacher's guidance identify the language features of the text. <p>Practice</p> <ol style="list-style-type: none"> The students make sentences based on the pictures given 	2 x 30'

			<p><i>then, when, etc.</i></p> <ul style="list-style-type: none"> Words that show the adverb of time: e.g. <i>yesterday, a week ago, last...etc.</i> Key vocabularies: e.g. got seed shower scoop glove , etc. 	<p>on the picture series</p> <ol style="list-style-type: none"> Make an outline of recount based on picture series Write a recount text based on picture series in pairs 		<p>by the teacher.</p> <ol style="list-style-type: none"> The students complete the story with the right simple past verbs. The students are given different picture series by the teacher. The students identify and mention the topic, the events and the objects on the picture series. <p>Production</p> <ol style="list-style-type: none"> The students make an outline based on the pictures in pairs. The students write paragraphs from the outline. 	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS
(Cycle 1, second meeting)

School : SMP N 1 Seyegan
Grade : VIII
Semester : 1
Time allocatted : 2 x 30 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
		Input texts	Language Focus				
6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.	6.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of recount to interact with their environment in accurate, fluent and appropriate ways.	<ul style="list-style-type: none"> Input texts: Recount text: "A Bird Cake" Generic structure of recount texts: Orientation, events, reorientation. 	<ul style="list-style-type: none"> Simple past tense S + V2. Yesterday, I helped my mother to make a cake. It was very delicious. Words that show the order of events: e.g. <i>first (second, third) next, then, etc.</i> 	<ol style="list-style-type: none"> Identify the social function of recount texts Identify the generic structure of recount texts Identify the language features of recount texts Identify and mention the topic, the events and the objects on the picture series Make an outline of 	<ul style="list-style-type: none"> Picture series 	Presentation <ol style="list-style-type: none"> The students study a model of recount text with the picture series. The students read the text and order the jumbled picture series based on the text. The students identify the generic structures, language features and the social purpose of the text. 	2 x 30'

			<ul style="list-style-type: none"> Words that show the adverb of time: e.g. <i>yesterday, a week ago, last...etc.</i> Key vocabularies: e.g. camp wood arrive tent burn, etc. 	recount based on picture series 6. Write a recount text based on picture series individually		<p>Practice</p> <ol style="list-style-type: none"> The teacher gives back the students' writing to revise after she gave feedback on their writings. The students revise and write their final drafts. The students are given different picture series. The students identify and mention the topic, the events and the objects on the picture series. <p>Production</p> <ol style="list-style-type: none"> The students are asked to make an outline of the story based on the picture series. 	
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						<p>2. After making the outline, the students continue to write the story based on the outline.</p> <p>3. The students edit their writings before they submitted to the teacher.</p>	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS
(Cycle 2, first meeting)

School : SMP N 1 Seyegan
Grade : VIII
Semester : 1
Time allocated : 2 x 30 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
		Input texts	Language Focus				
6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.	6.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of recount to interact with their environment in accurate, fluent and appropriate ways.	<ul style="list-style-type: none"> Input texts: Recount text: "In the Park" Generic structure of recount texts ✓ Orientation ✓ Sequence of events ✓ reorientation 	<ul style="list-style-type: none"> Simple past tense S + V2. Regular verb: <i>I tried to call her.</i> Irregular verb: <i>Last week I went to the park with Tommy.</i> Words that show the order of events: <i>e.g first (second, third) next,</i> 	<ol style="list-style-type: none"> Identify the generic structure, language features and purpose of a recount text Identify and mention the topic, the events and the objects on the picture series Make an outline of 	<ul style="list-style-type: none"> Picture series LCD Power point 	<p>Presentation</p> <ol style="list-style-type: none"> The teacher introduces a model of recount text to the students The students identify the generic structure, language features and the social purpose of the text. <p>Practice</p> <ol style="list-style-type: none"> The students are given different picture series by the teacher The students observe the 	2 x 30'

			<p><i>then, when, etc.</i></p> <ul style="list-style-type: none"> Words that show the adverb of time: e.g. <i>yesterday, a week ago, last...etc.</i> Key vocabularies: e.g. park nervous shy...etc 	<p>recount based on picture series</p> <p>4. Write recount paragraphs based on picture series in pairs</p>		<p>picture series to stimulate their ideas to the story.</p> <p>3. The students are asked to identify the objects and the action verbs in the picture series and the teacher writes them on the board.</p> <p>Production</p> <p>1. The students do outlining and drafting based on the picture series in pairs.</p>	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS
(Cycle 2, second meeting)

School : SMP N 1 Seyegan
Grade : VIII
Semester : 1
Time allocated : 2 x 30 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
		Input texts	Language Focus				
6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.	6.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of recount to interact with their environment in accurate, fluent and appropriate ways.	<ul style="list-style-type: none"> Generic structure of recount texts ✓ Orientation ✓ Sequence of events ✓ reorientation 	<ul style="list-style-type: none"> Simple past tense S + V2. Irregular verb: <i>I went to camp in the woods.</i> Regular verb: <i>I cleaned the campsite.</i> Words that show the order of events: <i>e.g</i> <i>first (second, third)</i> <i>next,</i> <i>then,</i> 	<ol style="list-style-type: none"> Understand how to write a recount text through playing game Revise and write the final drafts of recount texts 	<ul style="list-style-type: none"> Picture series LCD Game: "Car Racing Game" 	<p>Presentation</p> <ol style="list-style-type: none"> The students play "Car Racing Game" to deepen their understanding of writing recount texts. <p>Practice</p> <ol style="list-style-type: none"> The teacher gives back the students' writing to revise after she gave feedback on their writings. The students with the teacher's guidance identify 	2 x 30'

			<p><i>when, etc.</i></p> <ul style="list-style-type: none"> Words that show the adverb of time: e.g. <i>yesterday, a week ago, last...etc.</i> Key vocabularies: e.g. camp wood bait burn...etc 			<p>their mistakes on their writings.</p> <p>Production</p> <p>1. The students revise and write their final drafts.</p>	
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COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF WRITING SKILLS
(Cycle 2, third meeting)

School : SMP N 1 Seyegan
Grade : VIII
Semester : 1
Time allocated : 2 x 30 minutes

Standard of Competence	Basic Competence	Materials		Indicators	Media	Activities	Time
		Input texts	Language Focus				
6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.	6.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of recount to interact with their environment in accurate, fluent and appropriate ways.	<ul style="list-style-type: none"> Input texts: Recount text: "Phil's Zoo Fun" Generic structure of recount text <ul style="list-style-type: none"> ✓ Orientation ✓ Sequence of events ✓ reorientation 	<ul style="list-style-type: none"> Simple past tense S + V2. Irregular verb: <i>Yesterday, I and my family went to the City Zoo.</i> Regular verb: <i>The hippos played in the mud and they were very dirty.</i> Words that show the order of events: 	<ol style="list-style-type: none"> Understand the generic structures, language features and purpose of a recount text Identify and mention the topic, the events and the objects on the picture series Make an outline of recount based on picture series Write a 	<ul style="list-style-type: none"> Picture series 	<p>Presentation</p> <ol style="list-style-type: none"> The teacher introduces a model of recount text to the students The students identify the generic structure, language features and the social purpose of the text. <p>Practice</p> <ol style="list-style-type: none"> The teacher distributes another picture series to each student The students observe the 	2 x 30'

			<p><i>e.g</i> <i>first (second, third)</i> <i>next,</i> <i>then,</i> <i>when, etc.</i></p> <ul style="list-style-type: none"> • Words that show the adverb of time: e.g. <i>yesterday, a week ago, last...etc.</i> • Key vocabularies: e.g. Zoo Animal stable Goat Pen tame Mud sharp 	recount text based on picture series individually		<p>picture series to stimulate their ideas to the story.</p> <p>3. The students are asked to identify the objects and the action verbs in the picture series and the teacher writes them on the board.</p> <p>Production</p> <p>1. The students make an outline of the story based on the picture series.</p> <p>2. After making the outline, the students continue to write the story based on the outline.</p> <p>3. The students edit their writings before they submitted to the teacher.</p>	
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LESSON PLAN

(Cycle 1)

School	: SMP N 1 Seyegan
Grade/ Semester	: VIII/ 1
Subject	: English
Skill	: Writing
Time Allocation	: 4 X 30 minutes

A. Standard of Competence:

6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and recount to interact with their environment.

B. Basic Competency:

- 6.2 Students are able to express meaning and rhetoric steps in simple short essays in the form of recount to interact with their environment in accurate, fluent and appropriate ways.

C. Indicators:

1. Identify the social function of recount texts
2. Identify the generic structure of recount texts
3. Identify the language features of recount texts
4. Identify and mention the topic, the events and the objects on the picture series
5. Make an outline of recount based on picture series
6. Write a recount text based on picture series

D. Learning Objectives:

In the end of the lesson, the students are expected to be able to write recount texts based on picture series.

E. Learning Materials

a. Input Texts

Recount texts:

“A Trip to the Farm” (*Appendix 1*)

“A Bird Cake” (*Appendix 2*)

b. Generic structure of recount texts

A recount text is a text that retells past events, usually in order in which they happened. The generic structures of a recount text are:

- a. Orientation (background information about who, what, where and when)
- b. Sequence of events (retells the events in the order which they happened)
- c. Reorientation (states the writer’s personal comments about the story)

c. Language focus

1. The use of simple past tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

I **played** the piano yesterday. (*regular verb*)

I **saw** the butter in the third box. (*irregular verb*)

Usually, we use the following adverbs of time in simple past tense:

yesterday

last week

last ...

two days ago

... ago

2. Words showing order

One of the language features of recounts is the use of words that show the order in which the events in the text happened.

Words showing order			
first (second, third)	next	then	when
now	soon after	afterwards	meanwhile
at this point	at this moment	before that	

3. Key vocabularies

farm	went	far
view	air	cool
pen	smell	satisfy
pour	flour	stir
butter	burn	refrigerator
bench	batter	add

F. Media

1. Picture series:

“A Trip to the Farm” (*Appendix 1*)

“Jem wasn’t Happy” (*Appendix 3*)

“A bird cake” (*Appendix 4*)

“Jen’s Garden” (*Appendix 5*)

2. Pictures showing people activities (*Appendix 2*)

G. Learning Method

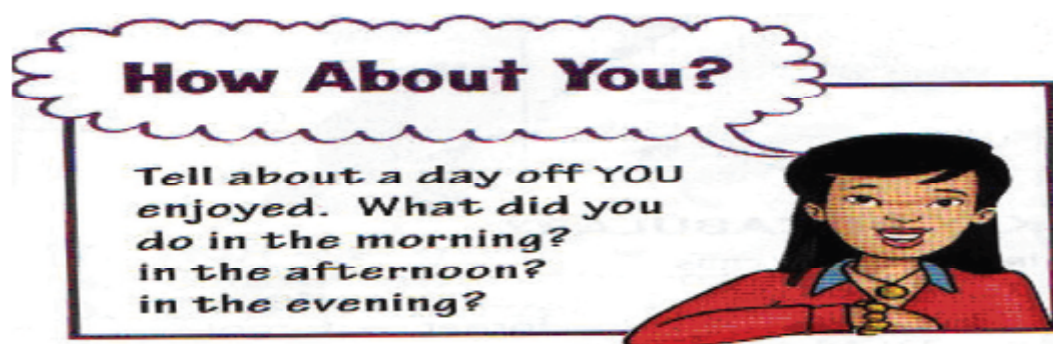
PPP (Presentation, Practice, Production)

H. Teaching and Learning Activities

a. Opening Phase

Aspect	Teacher’s sentence
Greeting	T: Good morning students, how are

	<p>you?</p> <p>S: Good morning Miss, I'm fine...thank you, and you?</p> <p>T: I'm fine too, thank you</p>
Prayer	Ok class, before we start our lesson today, let's pray together.... Amen
Checking Attendance	Is everybody here?
Preparing the class condition	<p>T: Could you help me to clean the whiteboard?</p> <p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let's start our lesson today.</p>
Lead in	Before we start our lesson today, I have some questions to ask. What did you do this morning? What time did you get up? Did you help your mother clean the house?



The teacher gives example about what she did in the morning, evening and afternoon. Then, the students should tell about what they did in the morning, evening and afternoon.

b. Core activities

First Meeting

Presentation

1. The researcher introduces a model of recount text to the students. (*Appendix 1*)
2. The students with the teacher's guidance identify the generic structure of the text.
3. The students with the teacher's guidance identify the language features of the text.

Practice

1. The students make sentences based on the pictures given by the teacher. (*Appendix 2*)
2. The students complete the story with the right simple past verbs.
3. The students are given different picture series by the teacher. (*Appendix 3*)
4. The students identify and mention the topic, the events and the objects on the picture series.

Production

1. The students make an outline based on the pictures in pairs.
2. The students make paragraphs from the outline.

Second Meeting

Presentation

1. The students study a model of recount text with the picture series. (*Appendix 4*)
2. The students read the text and order the jumbled picture series based on the text.
3. The students identify the generic structure, language features and the social purpose of the text.

Practice

1. The teacher gives back the students' writing to revise after she gave feedback on their writings.
2. The students revise and write their final drafts.

3. The students are given different picture series. (*Appendix 5*)
4. The students identify and mention the topic, the events and the objects on the picture series.

Production

1. The students are asked to make an outline of the story based on the picture series.
2. After making the outline, the students continue to write the story based on the outline.
3. The students edit their writings before they submitted to the teacher.

c. Closing Activity

Summarizing	So, what have you learnt today?
Reflection	You did a great job today. Are there any difficulties?
Prayer	Lets pray together to end our class.

I. Evaluation

Form : Written (Students make a recount text)

Rubric score

(adapted from Jacobs *et al.* 's (1981))

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to	Adequate range, sometimes errors of word choice, usage

		average	but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

J. Sources

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Utami Widiati, et al. 2008. *Contextual Teaching and Learning (Bahasa Inggris, Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

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APPENDIX 1

(A set of picture series of “A Trip to the Farm” to introduce a model of recount text in the modelling section)

A TRIP TO THE FARM

Picture Series	Recount text	Generic Structure
	Last week, Patrick <i>went</i> to his uncle’s farm in the village. He was so happy because it was his first time to visit the place. He <i>went</i> there with his father by car.	Orientation (background information about who, what, where and when the story happened)
	Patrick <i>left</i> at 9 a.m. The scenery <i>was</i> very beautiful. On his way to the farm, he <i>saw</i> many trees and the air <i>was</i> so cool.	Event 1
	After a few minutes, he <i>arrived</i> at the farm. He <i>saw</i> his uncle sitting on his porch with his kitten. Patrick <i>jumped out</i> and <i>ran up</i> to his uncle.	Event 2
	Then, uncle John <i>gave</i> him a job. He <i>had to</i> clean the pens. Patrick <i>was</i> happy with his job.	Event 3

	<p>However, when he <i>arrived</i> at the pig pen, Patrick <i>realized</i> that the smell <i>was</i> so bad. He <i>closed</i> his nose while sweeping and cleaning the pen.</p>	<p>Event 4</p>
	<p>Uncle John <i>stretched</i> his sore back and <i>patted</i> Patrick's arm. Uncle John <i>was</i> satisfied with Patrick's job.</p>	<p>Event 5</p>
	<p>When it <i>got</i> dark, Patrick and his father <i>went</i> home. He was very tired. <i>However, it was an interesting experience.</i></p>	<p>Reorientation (states the writer's personal comments about the story)</p>

APPENDIX 2

(Tasks on practicing the use of simple past tense in the sentence level and the text level)

TASK 1

Try to make a sentence for each picture to represent past events. Look at the example.

Examples:

- t** I work every day. I worked yesterday.
- d** I play the piano every day. I played the piano yesterday.
- td** I rest every day. I rested yesterday.

What did you do yesterday?

I worked.

1. cook
2. wash my car
3. fix my bicycle
4. brush my teeth
5. watch TV
6. type*
7. dance*
8. bake*
9. clean
10. play the piano
11. yawn
12. listen to music
13. shave*
14. smile*
15. cry*
16. study*
17. shout
18. rest
19. plant flowers
20. wait for the bus

What did you do yesterday?

- | | |
|---------------------------|----------|
| 1. I cooked chicken soup. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

TASK 2

Look at the picture series and complete the following recount text using the verbs in the box.

JOHN'S DAY OFF

wrote	did	had	got	went
took	slept	bought	read	saw
made	ate			



Pic. 2.4 (Dit. PSMP, 2006)

John enjoyed her day off yesterday. He (1)..... up late and (2)..... a long shower. Then, he (3)..... a cup of tea and a slice of baked bread for his breakfast. After that, John (4)..... a newspaper. To keep his health, he (5)..... some exercises in the living room.

John (6)..... lunch at 11.30 a.m. In the afternoon, he (7)..... to the supermarket and (8)..... some vegetables and meat. After going back home, he cooked a soup and (9)..... it. After dinner, John (10)..... a letter for his friend in Jakarta. He missed his friend very much.

John (11)..... a movie before going to sleep. He felt very tired and he (12)..... at 21.00 p.m. John had a very nice day off yesterday.

APPENDIX 3

(Task on developing story based on the picture series)

Name :

Class/Number :

Study the picture series and write at least 2 sentences for each picture.

Picture number one is done for you.

	<p>Jem is my best pet. Yesterday, Jem did not want to play with her ball and bone. Jem also did not want to eat.</p>
	
	




APPENDIX 4

(Task on sequencing picture series based on the recount text)

Read the text and order the jumbled pictures based on the text.

A BIRD CAKE

	<p>Yesterday, I helped my mother to make a cake. It was the first time I made it.</p>
	<p>My mother poured flour and water and stirred them. Then, she asked me to get butter for the cake.</p>
	<p>The butter was in the refrigerator. But, the refrigerator was so high and I could not reach it. So, I got a bench to open it.</p>
	<p>I had to stand on my bench and I saw the butter in the third box. I got the butter to my mom.</p>

	<p>The next step, my mother put milk and eggs in the batter. I helped her to get those things to.</p>
	<p>My mother asked me to stir the batter. It looked very easy. But when I stirred the batter, I stirred it too fast and got spots on my shirt. My mother said that I did not have to stir the batter fast, so I did not stir it fast anymore after that.</p>
	<p>Finally, my mother put the batter in her bird pan. It would take five minutes to have the batter cooked.</p>
	<p>When the cake was done, I and my mom made it like a bird. We added the eyes from chocolates. It was very exciting to make a cake.</p>





(Adapted from Scott Foresman reading Street, Decodable reader 18)






APPENDIX 5

(Task on developing story based on the picture series)

Make a story about the girl in the picture series. She got a bag of flower seeds and she planned to plant them in her garden. Try to write as many sentences as possible in three paragraphs.

	<p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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LESSON PLAN

(Cycle 2)

School	: SMP N 1 Seyegan
Grade/ Semester	: VIII/ 1
Subject	: English
Skill	: Writing
Time Allocation	: 6 X 30 minutes

A. Standard of Competence:

6. Students are able to express the meaning in written short functional text and short essay in the form of descriptive and recount to interact with their environment.

B. Basic Competency:

- 6.2 Students are able to express meaning and rhetoric step in simple short essay in the form of recount to interact with their environment in accurate, fluent and appropriate ways.

C. Indicators

1. Identify the generic structure, language features and purpose of a recount text
2. Identify and mention the topic, the events and the objects on the picture series
3. Make an outline of recount based on picture series
4. Write recount paragraphs based on picture series

D. Learning Objective:

In the end of the lesson, the students are expected to be able to write a recount text based on the picture series.

E. Learning Materials

a. Input text

A recount text:

“In the Park” (*Appendix 1*)

b. Generic structure of recount texts

A recount text is a text that retells past events, usually in order in which they happened. The generic structures of a recount text are:

- a. Orientation (background information about who, what, where and when)
- b. Sequence of events (retells the events in the order which they happened)
- c. Reorientation (states the writer’s personal comments about the story)

c. Language focus

1. The use of simple past tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:

Last holiday, my mother, my father and I **went** to camp in the woods.

We **prepared** all the things to bring like tents, shirts, foods, etc.

Yesterday, I and my family **went** to the City Zoo.

The hippos **played** in the mud.

Usually, we use the following adverbs of time in simple past tense:

yesterday

last week

last ...

two days ago

... ago

2. Words showing order

One of the language features of recounts is the use of words that show the order in which the events in the text happened.

Words showing order			
first (second, third)	next	then	when
before that, etc			

3. Key vocabularies

scenery	fishing	hook
woods	interesting	zoo
goat	pen	mud

F. Media

1. Picture series

A recount text “In the Park” (*Appendix 1*)

A recount text “In the Woods” (*Appendix 2*)

Picture series “In the Zoo” (*Appendix 3*)

Picture series “Mom’s surprise” (*Appendix 4*)

2. LCD

3. Power point presentation

4. Game: “Car Racing Game”

G. Learning Method

PPP (Presentation, Practice, Production)

H. Teaching and Learning Activities

a. Opening Phase

Aspect	Teacher’s sentence
Greeting	T: Good afternoon students, how are you?

	<p>S: Good afternoon Mam, I'm fine...thank you, and you?</p> <p>T: I'm fine, thank you</p>
Prayer	Ok class, before we start our lesson today, let's pray together.... Amen
Checking Attendance	Is everybody here?
Preparing the class condition	<p>T: Could you help me to clean the whiteboard?</p> <p>S: ...</p> <p>T: Thank you.</p> <p>Alright, let's start our lesson today.</p>
Lead in	Right, who can remember what we learnt last time? Later, we're going to make up a story. Still, we will learn about writing recount texts.

b. Core activities

First Meeting

Presentation

1. The teacher introduces a model of recount text to the students (*Appendix 1*)
2. The students identify the generic structure, language features and the social purpose of the text.

Practice

1. The students are given different picture series by the teacher (*Appendix 2*)
2. The students observe the picture series to stimulate their ideas to the story.
3. The students are asked to identify the objects and the action verbs in the picture series and the teacher writes them on the board.

Production

1. The students do outlining and drafting based on the picture series in pairs.

Second Meeting**Presentation**

1. The students play “Car Racing Game” to deepen their understanding of writing recount texts.

Practice

1. The teacher gives back the students’ writing to revise after she gave feedback on their writings.
2. The students with the teacher’s guidance identify their mistakes on their writings.

Production

1. The students revise and write their final drafts.

Third Meeting**Presentation**

1. The teacher introduces a model of recount text to the students (*Appendix 3*)
2. The students identify the generic structure, language features and the social purpose of the text.

Practice

1. The teacher distributes another picture series to each student (*Appendix 4*)
2. The students observe the picture series to stimulate their ideas to the story.
3. The students are asked to identify the objects and the action verbs in the picture series and the teacher writes them on the board.

Production

1. The students make an outline of the story based on the picture series.
2. After making the outline, the students continue to write the story based on the outline.
3. The students edit their writings before they submitted to the teacher.

c. Closing Activity

Summarizing	So, Are you happy today?
Reflection	Are there any difficulties?
Prayer	Lets pray together to end our class

I. Evaluation

Form : Written (Students make a recount text)

Rubric score

(adapted from Jacobs *et al.* 's (1981))

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
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	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicative, not enough to evaluate.

J.Sources

Graded Readers, Scott Foresman reading Street, Decodable reader 22, illustrated by Chip Mitchall

Graded Readers, Scott Foresman reading Street, Decodable reader 27, illustrated by Gill Ross.

Joko Priyana, Arnys R Irjayanti, Virga Renitasari.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional

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APPENDIX 1

(A set of picture series of “In the Park” to introduce a model of recount text in the modelling section)

IN THE PARK

ORIENTATION

Last week, I went to the park with Tommy. The scenery was very beautiful and the air was so cool.

EVENT 1

After we arrived there, we saw a woman. However, we could not see her face. We only saw her long hair and her slim body. I asked Tommy about the lady. Tommy said, “I think she is great.”



EVENT 2

I wanted to know her. Then I tried to call her by saying, “Hi Sweetie”.



REORIENTATION

When the woman turned around, I was very surprised. She had a moustache. She was not a girl. It was embarrassing. I will not forget it.



APPENDIX 3






(Task on understanding the elements of writing a recount text)




<p style="text-align: center;">PHIL'S ZOO FUN</p> <p>Yesterday, my family and I (go) to the City Zoo. We (can) see many kinds of animals there.</p> <p>We (arrive)..... at the zoo in the morning. We (go)..... to the stable immediately. I (give)..... the horse some grasses. <i>After that</i>, I (go)..... to the goat pen. <i>Then</i> I (take)..... a bag of food and (feed)..... the goat. My father (take)..... my photos there.</p> <p><i>After feeding the animals</i>, we (go)..... to the rabbit hutch. The rabbit (be)..... very cute and the fur (be)..... very soft. <i>Then</i> I (see)..... a hippo playing in the mud. It (be)..... very dirty. <i>After that</i>, we (attract)..... to go to the fish house. I (see)..... a shark there. It (be)..... very big and it (has)..... sharp teeth.</p> <p><i>Before the zoo (close)</i>....., my family and I (see)..... a dolphin show. The dolphin (do)..... some funny tricks like jumping, splashing and dancing. We (enjoy)..... the show. That (be)..... so amazing.</p>	<p>ORIENTATION Who? _____ Where? _____ When? _____</p> <p>SEQUENCE OF EVENTS What are the events? 1. went to the stable 2. _____ 3. _____ 4. _____ 5. _____ 6. _____</p> <p>REORIENTATION Personal comments? _____ _____</p>
--	---

APPENDIX 4

(Task on developing story based on the picture series)

Imagine that in the following pictures you and your brother planned the biggest surprise for your mother's birthday. Make a story about your experiences as many sentences as possible.

	<p>.....</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p>
	<p>.....</p>

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<div data-bbox="901 840 1125 963">  </div> <p>Good Luck!!!</p>

OBSERVATION SHEET

No : Observation Sheet 1

Cycle : 1

Meeting : 1

Object : Researcher

Day/date : Friday, October 5th 2012

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher introduces a model of recount text with its picture series	√		
	3. The reseracher explains the model of the recount text	√		
	3. The students with the researcher's guidance identify the generic structures of the recount text	√		
	4. The students with the researcher's guidance identify the language features of the recount text	√		
	5. The teacher gives chances to the students to ask questions	√		
	6. The students deliver questions to the teacher		√	
	7. The researcher gives some writing tasks to the students about simple past tense	√		
	9. The students are motivated in doing the tasks	√		
	11. The researcher checks the students' work	√		
	12. The researcher asks the students to compose a recount text based on the picture series	√		
	13. The researcher guides the students in the process of composing text	√		
	14. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher concludes the material	√		
	2. The researcher reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher ends the class by praying	√		

OBSERVATION SHEET

No : Observation Sheet 2

Cycle : 1

Meeting : 2

Object : Researcher

Day/date : Saturday, October 6th 2012

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher and the students discuss the students' writings on previous meeting	√		
	2. The researcher introduces a model of recount text	√		
	3. The researcher gives a picture series to the students based on the text	√		
	4. The researcher gives an instruction to the students to order the picture series	√		
	5. The students are motivated to do the task	√		
	6. The researcher checks the students' work	√		
	7. The researcher and the students discuss the generic structure and language features of the text	√		
	8. The researcher gives chances to the students to ask questions	√		
	9. The students deliver the questions to the teacher	√		
	10. The researcher asks the students to compose a recount text based on the picture series	√		
	11. The researcher guides the students in the process of composing text	√		
C.	Post-teaching			
	1. The researcher concludes the material	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher ends the class by praying	√		

OBSERVATION SHEET

No : Observation Sheet 3

Cycle : 2

Meeting : 3

Object : Researcher

Day/date : Thursday, October 18th 2012

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the researcher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher gives some wrong sentences that they have done in the cycle 1	√		
	3. The students with the researcher's guidance identify the mistakes and write the correct sentences	√		
	4. The researcher shows a recount text with its picture series illustrating past experience	√		
	5. The researcher explains the elements of writing recount texts	√		
	6. The students understand the researcher's explanation	√		
	7. The teacher gives chances to the students to ask questions	√		
	8. The students deliver questions to the researcher	√	-	
	9. The researcher gives another picture series to the students	√		
	10. The researcher guides the students in planning and drafting	√		
	11. The researcher asks the students to compose a recount text based on the picture series	√		
	12. The researcher guides the students in the process of composing text	√		
	13. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher concludes the material	√		
	2. The researcher reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher ends the class by praying	√		

OBSERVATION SHEET

No : Observation Sheet 4
 Cycle : 2
 Meeting : 4
 Object : Researcher
 Day/date : Saturday, October 20th 2012

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher and the students play "Car racing games"	√		
	3. The students are motivated in playing the game	√		
	4. The students can answer all questions given by the researcher	√		
	5. The researcher gives chances to the students to ask questions	√		
	6. The students deliver the questions to the teacher	√		
	9. The researcher gives the students' writing on the previous meeting	√		
	10. The researcher asks the students to identify their mistakes and rewrite their writing	√		
C.	Post-teaching			
	1. The researcher concludes the material	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher ends the class by praying	√		

OBSERVATION SHEET

No : Observation Sheet 5
 Cycle : 2
 Meeting : 5
 Object : Researcher
 Day/date : Thursday, October 25th 2012

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. One student leads the prayer	√		
	7. The researcher explains the goal of the teaching and learning	√		
	8. The researcher gives lead-in questions	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The teacher reviews about the use of the recount text, its generic structure and the use of simple past tense	√		
	3. The researcher gives the students task to complete the text with the right simple past verbs based on the picture series	√		
	4. The students identify the generic structures and the language features of the recount text	√		
	5. The researcher gives chances to the students to ask questions	√		
	6. The students deliver the questions to the teacher	√		
	7. The researcher shows a sequence of picture series illustrating past experience	√		
	8. The researcher asks the students to study the picture series	√		
	9. The researcher asks the students to compose a recount text based on the picture series	√		
	10. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher concludes the material	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher ends the class by praying	√		

Name : SETYA MEGA HELVIYANTI

Class/Number : VIII B/29

Write down at least 3 paragraphs telling your past experience, for example, "My Holiday in Jakarta".



My Holiday in Borobudur Temple

On Sunday I with my friend holiday in
Borobudur temple.

There a lot of tourist and a lot people
to sell drink, food and souvenirs.

Borobudur temple many rocks that
have been damaged as a result of merapi
erupted.

Figure 12: The Text Written before Conducting the Actions

Name : SETYA MEGA H
Class/Number : VIII B / 29

Make a story about the girl in the picture series. She got a bag of flower seeds and she planned to plant them in her garden. Try to write as many sentences as possible in three paragraphs.






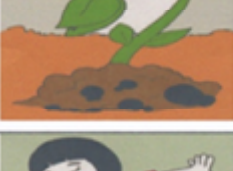



	<h3 style="text-align: center;">Plant the Flower Seeds</h3> <p><u>Orientation</u></p> <p>She is Ani. She planned to plant the flower seeds at her garden. Before Ani planted flower seeds, she read the instructions.</p>
	
	<p><u>Events</u></p> <p>Now, Ani prepared assets. Examples gloves, scoop, seeds, and water can. Then, she diged land. After that, she put the seeds in the hole and covered with land. After that she</p>
	<p>to bathe flower seeds with water can</p>
	<p><u>Orientation</u></p> <p>Finally the flower seeds grew and Ani very happy.</p>
	
	<p style="text-align: center;"> You can do it!!!</p>

Figure 13: The Text Written in Cycle 1



MOM'S SURPRISE

Yesterday we will planned to make surprise before my mother coming from work.

My brother arranged the flowers on a vase and gave ribbon at it. After that, I washed the plates and to decorate it with flowers. Then, I swept the floor and my brother cleaned the book shelf. After all ready I, my brother & my father picked up my mother by car. After we arrived in the home, we asked my mother to come in at home. After we came in my mother opened the eyes and she was touched with our surprise she hugged - I and my brother.

I think it was really fun to have mom's birthday.

Good Luck!!!

Figure 14: The Text Written in Cycle 2

Name : Setya Mega Helviyanti

Student Number : 29

Write down a recount text consisting at least 3 paragraphs telling your personal experiences.

My Holiday

Last week I went to Kaliurang. I stayed at my friend's house in Eodean. The house has a big garden.

In the morning, my friend and I saw Mount Merapi. The scenery was very beautiful. Then, we went to get a closer look at the mountain. We took picture of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to a museum Merapi. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Figure 15: The Text Written after Conducting the Actions

ATTENDANCE LIST
CLASS VIIIB

No	Name	5-10-2012	6-10-2012	18-10-2012	20-10-2012	25-10-2012
1	Agung Puji Lastari	√	√	√	√	√
2	Andriani Hanifah.K.	√	√	√	√	√
3	Anita Eka Oktaviana	√	√	√	√	√
4	Austrio Francisco.L.D	√	√	√	√	√
5	Ayu Dyan F	√	√	√	√	√
6	Daryanto	√	√	√	I	√
7	Devi Astria Wulandari	√	√	√	√	√
8	Devia Ratna Putri	√	√	√	√	V
9	Dewi Rahmawati Suci	√	√	√	√	√
10	Diah Lugasti Kusuma	√	√	√	√	√
11	Elsa Nurdyah.P.	√	√	√	√	√
12	Endah Paramita	√	√	√	√	√
13	Era Monika Sari	√	√	√	√	√
14	Fajar Adi .P.	√	√	√	√	√
15	Felinda Nurmalitasari	√	√	√	√	√
16	Hanif Nur Khasanah	√	√	√	√	√
17	Hartati Ayu .W.	√	√	√	√	√
18	Indra Setiawan	√	√	√	√	√
19	Khasna Luthfi .N.	√	√	√	√	√
20	Lista Anggraini	√	√	√	√	√
21	Meiliana Dwi Kurniati	√	√	√	√	√
22	Niken Kristiyani	√	√	√	√	√
23	Nur Fadhilah	√	√	√	√	√
24	Nurul Afifah	√	√	√	√	√
25	Ratri febriana Utami	√	√	√	√	√
26	Rian Dwi .K.	√	√	√	√	√
27	Risma Dwi Masira	√	√	√	√	√
28	Sefi Julieta .U.	√	I	√	√	√
29	Setya Mega .H.	√	√	√	√	√
30	Siti Fatimah	√	√	√	√	√
31	S. Kurniawan Buyut	√	√	√	√	√
32	Ummar Ismunandar	√	√	√	√	√
33	Wicak Ibnu .P.	√	√	√	√	√
34	Wihant Nur Afie	√	√	√	√	√
35	Yessy Widiastuti	√	√	√	√	√
36	Yulia Artha Rosari	√	√	√	√	√

THE RESULT OF STUDENTS' WRITING IN ORGANIZATION

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Agung Puji Lastari	2	2	3	3	4	3	4	4
2.	Andriani Hanifah.K.	2	2	3	3	2	3	3	4
3.	Anita Eka Oktaviana	2	2	3	3	3	3	4	4
4.	Austrio Francisco.L	1	1	2	2	3	3	2	2
5.	Ayu Dyan F	2	2	2	2	3	2	3	3
6.	Daryanto	2	2	1	2	3	3		
7.	Devi Astria W	2	2	2	2	3	3	3	3
8.	Devia Ratna Putri	2	2	2	2	3	3	4	4
9.	Dewi Rahmawati	2	2	3	3	3	3	3	2
10.	Diah Lugasti K	2	2	3	3	4	4	4	4
11.	Elsa Nurdyah.P.	2	2	3	3	4	4	4	4
12.	Endah Paramita	2	3	2	3	3	2	3	4
13.	Era Monika Sari	3	3	2	2	3	3	4	4
14.	Fajar Adi .P.	2	2	2	2	3	3	3	3
15.	Felinda Nurmalitasari	3	2	2	2	3	3	3	3
16.	Hanif Nur Khasanah	2	2	3	3	3	3	3	4
17.	Hartati Ayu .W.	3	3	3	3	3	4	4	4
18.	Indra Setiawan	2	2	3	3	3	3	4	4
19.	Khasna Luthfi .N.	2	2	2	2	3	3	3	3
20.	Lista Anggraini	2	2	3	3	3	3	3	3
21.	Meiliana Dwi Kurniati	3	2	3	3	4	4	4	4
22.	Niken Kristiyani	2	3	3	3	4	4	4	4
23.	Nur Fadhillah	2	2	3	3	3	3	3	3
24.	Nurul Afifah	3	3	2	3	3	2	4	4
25.	Ratri febriana Utami	3	2	2	2	3	3	4	4
26.	Rian Dwi .K.	2	2	3	2	3	3	3	3
27.	Risma Dwi Masira	3	2	2	2	3	3	4	4
28.	Sefi Julieta .U.	2	2			3	3	3	3
29.	Setya Mega Helviyanti	2	2	3	3	3	3	4	4
30.	Siti Fatimah	2	2	3	2	3	3	3	3
31.	S. Kurniawan Buyut	2	2	2	2	2	2	3	3
32.	Ummar Ismunandar	1	1	2	2	2	3	3	3
33.	Wicak Ibnu .P.	2	2	1	1	3	3	4	4
34.	Wihant Nur Afie	3	2	2	3	3	4	3	4
35.	Yessy Widiastuti	2	2	2	2	2	3	3	4
36.	Yulia Artha Rosari	3	3	3	4	3	4	3	4
	Mean score	2.19	2.11	2.51	2.51	3.03	3.08	3.51	3.56

THE RESULT OF STUDENTS' WRITING IN CONTENT

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Agung Puji Lastari	2	2	2	2	3	3	3	3
2.	Andriani Hanifah.K.	2	1	2	2	3	3	3	2
3.	Anita Eka Oktaviana	2	2	2	2	3	3	3	3
4.	Austrio Francisco.L	2	2	2	1	3	2	2	2
5.	Ayu Dyan F	2	2	2	2	3	3	3	2
6.	Daryanto	1	1	2	2	3	3		
7.	Devi Astria W	2	1	2	2	3	3	3	3
8.	Devia Ratna Putri	2	2	2	2	3	2	3	3
9.	Dewi Rahmawati	1	2	2	2	3	3	3	3
10.	Diah Lugasti K	2	1	2	2	2	3	3	3
11.	Elsa Nurdyah.P.	1	2	2	2	3	3	3	3
12.	Endah Paramita	2	2	2	2	3	3	3	3
13.	Era Monika Sari	1	2	2	2	3	3	3	3
14.	Fajar Adi .P.	2	1	1	1	3	3	2	3
15.	Felinda Nurmalitasari	2	2	3	3	3	3	3	3
16.	Hanif Nur Khasanah	2	2	2	2	3	3	3	3
17.	Hartati Ayu .W.	2	2	2	2	3	4	3	3
18.	Indra Setiawan	1	1	1	1	3	3	3	3
19.	Khasna Luthfi .N.	1	1	2	2	3	3	3	3
20.	Lista Anggraini	2	3	2	2	4	3	4	4
21.	Meiliana Dwi Kurniati	2	2	2	2	3	3	3	3
22.	Niken Kristiyani	2	2	2	2	3	3	3	3
23.	Nur Fadhillah	1	1	1	1	2	2	3	3
24.	Nurul Afifah	3	3	3	3	3	3	3	3
25.	Ratri febriana Utami	1	2	2	2	3	3	3	3
26.	Rian Dwi .K.	1	1	1	1	2	2	2	2
27.	Risma Dwi Masira	1	2	1	1	3	3	3	3
28.	Sefi Julieta .U.	2	1			3	2	3	3
29.	Setya Mega Helviyanti	1	2	3	3	3	3	3	3
30.	Siti Fatimah	1	2	1	1	2	2	3	3
31.	S. Kurniawan Buyut	1	1	1	1	2	2	3	3
32.	Ummar Ismunandar	1	1	2	1	3	2	3	2
33.	Wicak Ibnu .P.	1	1	2	1	2	3	3	3
34.	Wihant Nur Afie	1	2	2	2	3	3	3	3
35.	Yessy Widiastuti	2	2	2	2	3	3	3	3
36.	Yulia Artha Rosari	2	2	3	3	3	3	3	3
	Mean score	1.58	1.69	1.91	1.83	2.86	2.86	2.97	2.89

THE RESULT OF STUDENTS' WRITING IN VOCABULARY

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Agung Puji Lastari	2	2	2	2	3	3	3	3
2.	Andriani Hanifah.K.	2	2	2	2	2	2	3	3
3.	Anita Eka Oktaviana	2	2	2	2	3	3	3	3
4.	Austrio Francisco.L	2	2	1	1	2	2	2	3
5.	Ayu Dyan F	1	1	2	2	2	3	2	2
6.	Daryanto	1	2	2	2	2	2		
7.	Devi Astria W	1	2	2	2	2	2	2	2
8.	Devia Ratna Putri	2	2	2	2	3	3	3	3
9.	Dewi Rahmawati	1	1	2	2	2	2	3	3
10.	Diah Lugasti K	1	1	2	2	2	2	2	2
11.	Elsa Nurdyah.P.	2	1	2	2	3	2	3	2
12.	Endah Paramita	2	2	2	2	2	2	3	3
13.	Era Monika Sari	2	2	2	2	3	3	3	3
14.	Fajar Adi .P.	2	1	2	2	2	2	2	2
15.	Felinda Nurmalitasari	2	2	2	2	2	2	3	3
16.	Hanif Nur Khasanah	2	2	2	2	2	2	3	3
17.	Hartati Ayu .W.	2	2	2	2	2	2	3	3
18.	Indra Setiawan	2	2	2	2	3	2	3	3
19.	Khasna Luthfi .N.	2	2	1	1	2	2	3	3
20.	Lista Anggraini	3	2	2	2	3	3	4	3
21.	Meiliana Dwi Kurniati	2	2	2	2	3	3	4	3
22.	Niken Kristiyani	1	1	2	2	3	3	3	3
23.	Nur Fadhillah	2	1	2	2	2	2	3	3
24.	Nurul Afifah	3	2	2	2	3	3	3	3
25.	Ratri febriana Utami	2	2	2	2	2	2	3	3
26.	Rian Dwi .K.	1	1	2	2	2	2	3	3
27.	Risma Dwi Masira	1	1	1	1	3	3	3	2
28.	Sefi Julieta .U.	2	2			3	3	3	3
29.	Setya Mega Helviyanti	2	2	3	2	3	3	4	3
30.	Siti Fatimah	2	2	2	2	3	3	3	2
31.	S. Kurniawan Buyut	1	1	1	1	1	1	2	2
32.	Ummar Ismunandar	1	1	2	2	2	2	3	3
33.	Wicak Ibnu .P.	2	1	2	2	3	3	3	3
34.	Wihant Nur Afie	2	2	2	2	3	3	3	3
35.	Yessy Widiastuti	1	1	2	2	3	3	4	3
36.	Yulia Artha Rosari	2	2	3	3	3	3	3	3
	Mean score	1.75	1.64	1.94	1.91	2.47	2.44	2.94	2.77

THE RESULT OF STUDENTS' WRITING IN LANGUAGE USE

No.	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1.	Agung Puji Lastari	2	2	2	3	3	3	3	3
2.	Andriani Hanifah.K.	3	2	2	3	3	3	4	4
3.	Anita Eka Oktaviana	2	2	3	3	4	4	3	3
4.	Austrio Francisco.L	1	2	2	2	3	2	1	2
5.	Ayu Dyan F	3	2	3	2	3	3	3	3
6.	Daryanto	2	2	2	2	2	2		
7.	Devi Astria W	2	2	2	2	4	3	4	3
8.	Devia Ratna Putri	2	2	2	3	3	3	3	3
9.	Dewi Rahmawati	3	2	2	2	3	3	3	3
10.	Diah Lugasti K	2	2	3	2	4	3	3	3
11.	Elsa Nurdyah.P.	3	3	2	2	3	3	4	4
12.	Endah Paramita	2	2	2	2	3	3	3	3
13.	Era Monika Sari	2	2	2	2	3	3	3	3
14.	Fajar Adi .P.	2	2	1	2	3	3	3	3
15.	Felinda Nurmalitasari	2	2	2	2	3	3	2	2
16.	Hanif Nur Khasanah	3	3	3	2	3	3	2	3
17.	Hartati Ayu .W.	2	3	3	3	4	3	3	3
18.	Indra Setiawan	1	2	2	2	3	3	3	3
19.	Khasna Luthfi .N.	2	2	2	2	2	2	3	3
20.	Lista Anggraini	2	2	3	2	3	3	4	4
21.	Meiliana Dwi Kurniati	2	2	3	2	3	3	3	3
22.	Niken Kristiyani	3	3	2	2	3	3	3	3
23.	Nur Fadhillah	2	2	3	2	3	3	4	3
24.	Nurul Afifah	3	3	2	2	3	3	3	3
25.	Ratri febriana Utami	3	2	3	3	4	3	3	3
26.	Rian Dwi .K.	1	1	2	2	3	3	3	3
27.	Risma Dwi Masira	2	2	3	2	3	3	3	3
28.	Sefi Julieta .U.	1	1			3	3	2	2
29.	Setya Mega Helviyanti	3	2	2	2	2	2	3	3
30.	Siti Fatimah	3	2	3	2	2	2	3	3
31.	S. Kurniawan Buyut	2	2	2	2	2	2	3	3
32.	Ummar Ismunandar	2	2	2	2	2	2	3	3
33.	Wicak Ibnu .P.	2	2	2	2	2	3	3	3
34.	Wihant Nur Afie	2	2	2	2	3	3	3	3
35.	Yessy Widiastuti	3	2	3	3	3	3	4	4
36.	Yulia Artha Rosari	2	2	3	3	4	4	3	4
	Mean score	2.00	2.08	2.34	2.23	2.80	2.86	3.14	3.05

THE PICTURES OF TEACHING-LEARNING ACTIVITY



The researcher is displaying a recount text and the picture series in the modelling stage



The students pay attention to the teacher's explanation



The researcher is controlling the students' activities



The students are working in pairs



The teacher presents the picture series by using LCD



The students are listening to the teacher's explanation



The students are writing a story based on the picture series individually



The students are engaged in the writing process



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7799/V/9/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 1105a/UN.34.12/PP/IX/2012
Tanggal : 17 September 2012 Perihal : Permohonan Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : LESNA HENNY MIA KODOATIE NIP/NIM : 08202244010
Alamat : Karangmalang, Yogyakarta
Judul : IMPROVING STUDENTS SKILL ON WRITING RECOUNT TEXT BY USING PICTURE SERIES FOR SECOND GRADE STUDENTS OF SMPN 1 SEYEGAN IN ACEDMIC YEAR 2012/2013
Lokasi : - Kec. SEYEGAN, Kota/Kab. SLEMAN
Waktu : 20 September 2012 s/d 20 Desember 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 20 September 2012

A.n Sekretaris Daerah

Asisten Sekertaris Daerah dan Pembangunan

Ketua Biro Administrasi Pembangunan

SETDA 5

SWA Wicantoro, M.Si

NIP. 19580108 198603 1 011

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511

Telepon (0274) 868800, Faksimile (0274) 868800

Website : www.bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2629 / 2012

TENTANG
IZIN PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kullah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/7799/V/9/2012 Tanggal: 20 September 2012 Hal: Izin Penelitian

MENGIZINKAN :

- Kepada :
Nama : LESNA HENNY MIA KODOATIE
No. Mhs/NIM/NIP/NIK : 08202244010
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UNY
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Temanggung, Tambakrejo Tempel, Sleman, Yogyakarta
No. Telp / HP : 085743600062
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul:
"IMPROVING STUDENT'S SKILL OF WRITING RECOUNT TEXTS BY USING PICTURE SERIES FOR SECOND GRADE STUDENTS OF SMP N 1 SEYEGAN IN THE ACADEMIC YEAR 2012/2013"
Lokasi : SMP N 1 Seyegan
Waktu : Selama 3 bulan mulai tanggal: 20 September 2012 s/d 20 Desember 2012

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Kepala Bid. Sosbud Bappeda Kab. Sleman
5. Camat Seyegan
6. Kepala SMP N 1 Seyegan
7. Dekan Fak. Bahasa dan Seni - UNY.
8. Yang Bersangkutan

Dikeluarkan di : Sleman
Pada Tanggal : 20 September 2012
a.n. Kepala Badan Perencanaan Pembangunan Daerah
Sekretaris
u. b.
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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<http://www.fhs.uny.ac.id/>

PRAMPTIS/33-01
10 Jan 2011

Nomor : 1105a/UN.34.12/PP/IX/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

17 September 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABSS), dengan judul :

Improving Students Skill on Writing Recount Text ny Using Picture Series for Second Grade Students of SMPN 1 Seyegan in Academic Year 2012/2013

Mahasiswa dimaksud adalah :

Nama : LESNA HENNY MIA KODOATIE
NIM : 08202244010
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober - November 2012
Lokasi Penelitian : SMPN 1 Seyegan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Terbaca:
Kepala SMPN 1 Seyegan